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ABSTRACT

This manual presents instruments for evaluating the program and facilities of day care centers and family day care homes serving nonhandicapped children aged 3-5. Chapter 1 discusses child care evaluation in general and outlines the rationale underlying this evaluation system (including the principle that day care evaluation should assess program input rather than output). Subsequent chapters include descriptions of: (1) development, field testing, and revision of both the evaluation forms and the supportive information provided in the manual; and (2) administering evaluation and scoring forms, and summarizing data. An appendix, comprising four fifths of the document, contains all 27 forms used in the evaluation system. These include: (1) identification forms, which summarize information on the facility and clients; (2) objectives forms, which help center and supervising agency staff to establish the standards for evaluation; (3) a form that summarizes the organization and procedures used at the center and identifies the location of supporting documents (which could prove that the services are actually provided as described); (4) staff questionnaires, which provide partial verification of information in the organization and procedures form and also measure staff knowledge and staff morale; (5) checklists of equipment, and physical facilities and their utilization; and (6) forms for observer ratings of group experiences, individual caretakers and routine activities. (CHW)

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DAY CARE EVALUATION MANUAL

PS 008253

Council for Community Services

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Day Care Evaluation Manual

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Foreword

This *Day Care Evaluation Manual* has been developed by the Council's research department over a period of two-and-a-half years through a project in which evaluation concepts and instruments were systematically tested and re-tested. The instruments described in this report meet the need for self-evaluation tools. They can be applied by day care center staff, parent organizations, licensing personnel, researchers, and consultants.

In addition to offering a basis for evaluating program, the manual provides agencies with a means of re-examining program philosophy, objectives, and administration in a comprehensive and systematic manner. Although developed specifically for day care evaluation, many of these instruments could be applied, with a minimum of modification, in other service fields.

The Council is indebted to the 24 centers and homes that participated in the first pilot test of the instruments, and to the 10 agencies which applied the tools themselves in the second test. Several of these agencies found the manual to be useful as a guide to staff training in addition to its value in evaluating program.

Special recognition is due Ms. Helen Howerton, Project Officer, Office of Child Development, U.S. Department of Health, Education and Welfare, for her leadership and guidance throughout this project.

John H. Ballard
Executive Director

Introduction

The Council for Community Services in Metropolitan Chicago submitted a proposal in May 1972 to the Office of Child Development, U.S. Department of Health, Education, and Welfare to develop measures to evaluate the quality and style of services in a cross section of day care facilities. A grant award was approved July 1, 1972. This *Day Care Evaluation Manual* is the result of two years of work on the objectives identified in the proposal.

The major objectives to be accomplished were:

1. To develop and pilot-test measures to assess the quality of day care from emotional, cognitive, and social points of view in a broad range of day care facilities;
2. To organize these measures into a system of instruments to be used by license-grantors, supervising agencies, funding sources, center personnel, and day care researchers; and
3. To assure that the evaluation system devised would be self-explanatory and include sufficient direction and guidance for administration by suitable personnel, using only the materials provided by this system.

During the first project year, the staff developed the preliminary instruments and pilot-tested them, using interviewers and observers whom they trained for these purposes. The first pilot test included fifteen day care centers and nine day care homes. Experience with the pilot test provided plentiful material for the development of the evaluation system.

In the second year of the project, the instruments were revised and reorganized and a second pilot test was conducted. Seven day care programs in the Chicago area plus three additional ones in other states were evaluated. Six experts in early childhood education offered critical reviews of preliminary versions of the *Manual.* The respondents and observers who carried out the second field test were not trained by project staff, but the evaluation instruments were discussed in feedback sessions and revised accordingly. The organizational form of the instruments also served as a comprehensive evaluation device, appropriate for evaluations administered either by the day care facility itself or by an outside body. The feedback from the second field test was incorporated into the final revision, which is published as this *Day Care Evaluation Manual.*

Chapter 1 of the *Manual* discusses child care evaluation in general, the conceptual foundation of the evaluation system, and the rationale employed in incorporating the concepts into this *Manual.* Chapter 2 describes how the *Manual* was developed, its two field tests, and the revisions that resulted from these efforts. Chapter 3 describes the primary function of each group of forms in the evaluation system and the manner in which the forms were developed. Chapter 4 describes the administration of the evaluation process as a total organization and suggests methods of selecting portions of the process for the particular needs of the user. Chapter 5 discusses the selection and training of observers. Chapter 6 provides the methodology for scoring the evaluation forms. All forms included in the *Manual* and directions for their completion appear in the Appendix.

One point on the terminology used in this *Manual* should be kept in mind by the user. Since center staff and day care mothers and families are evaluated within the same framework and one form is used for both types of facilities wherever possible, a term was needed to apply to any person charged with the care of the children. The term *caretaker* was adopted for that purpose. It does not imply custodial care – as it might in some other contexts. It is merely a common title for all who take care of the children, whether they are directors, teachers, day care mothers, aides, teen-age helpers, volunteer grandmothers, or consultants.

CHAPTER 1

Rationale for Evaluation of Day Care Services

This *Manual* responds to the need to evaluate day care centers and day care homes in a realistic way. Day care has become the focus of much controversy. Yet despite the varying reactions of funding bodies to demands for day care and despite conflicting opinions regarding its potential benefits, care for children outside their own homes in day care centers and day care homes is expected to increase as the number of employed mothers of young children increases.[1]

The responsibility undertaken in providing care for young children for extended periods of time is a great one. Regardless of good intentions, fine training, and expensive equipment, any facility providing this care should welcome a means to step back, take stock, and consider the quality of the care it is providing.

As in most other spheres of life, day care providers do their work in ways that have become habits for them. Much of their behavior is dictated by their own personal, established repertoires of responses to children. They seldom are able to think through the suitability of their responses for the particular circumstances and children involved.

In part, this problem is a consequence of the rapid and demanding nature of interaction with a group of children. It is often the effect of a type of professionalism, or nondiscriminant application of stock reactions to model situations. It also reflects the fact that much of what is the essence of the interaction between adults and children was learned by the day care workers during their own childhoods. Such early, basic lessons on the role of adults in the lives of children, whether beneficial or harmful, are difficult to unlearn.

To fulfill the obligation implicit in caring for children, caretakers must be willing to adopt a self-conscious, evaluative attitude. For the sake of the tender lives involved and for the sake of personal growth and professional development, they must be willing to put aside concerns with threats to self-esteem, and honestly evaluate their own behavior.

The commonly voiced attitude toward evaluation that "I do not have time for this paper work and planning; instead I could be using my time in activities that provide services to children" may conceal a logical gap. Without genuine evaluation, there is no assurance that all these activities are of real value or are even harmless. Objective evaluation is the only means available for reviewing actions and for making improvements in practice.

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[1] Mary D. Keyserling, *Working Mothers and the Need for Child Care Services*, U.S. Department of Labor, Women's Bureau, June 1968.

The gaps in day care evaluation were identified by examining day care systems, typical day care contracts, day care operating manuals, day care training programs, and day care evaluation techniques. Six general orientations that an evaluation system should have emerged from this comprehensive examination of the day care evaluation situation. They were clarified and became more precise as they were used to guide the development of this *Manual*. These orientations are as follows:

I. To address program input rather than program output or impact

II. To provide for evaluation of a broad range of day care providers, from small day care homes to large centers, and as a corollary to deal with real, existing, non-exemplary facilities

III. To provide for evaluation of all areas of day care service

IV. To aim for high degrees of specificity and rigorousness in the evaluation criteria

V. To maximize feedback and conservation of information

VI. To be flexible and yet maintain cohesiveness under the various circumstances of the *Manual's* use

I. Input Design

The rationale for the first orientation – to address program input rather than program output or impact – is based on a reaction to recent trends in evaluation work. It has recently been quite fashionable to evaluate a program by measuring its impact on its recipients. This approach requires measuring and comparing particular characteristics of children before and after exposure to particular programs (or measuring after the exposure and drawing comparisons with standardized age norms) and then attributing the changes observed to the nature or quality of the programs.

While the typical impact study will probably indicate which of a group of programs is most successful, it will not give any indication as to what *aspects* of the program account for this success. The typical impact study possesses some of the elegance and attractiveness of a quasi-experimental research design, but it neglects to require that the programs be carefully measured and described. The experimental designs on which the impact studies are based *do* require careful description of the experimental treatments applied. A significant degree of the power of experimental research derives from this requirement.

The fact that curriculum guides or operating manuals exist for various programs does not weaken this point. They are not descriptions of the treatments applied to children. In practice, such guides are often tucked away in places that are inaccessible to staff; even when highly accessible, their effect on the staff is far from guaranteed. These manuals seldom actually describe or strongly influence the on-line behavior of the caretaker. Although the current trend in evaluation to disregard the study of program input is understandable – in light of the old-fashioned monitoring systems to which this trend is a reaction – the important step of studying what types of care benefit children the most is neglected in the process.

This *Manual* developes a method that should be an improvement over the less meaningful versions of input evaluation since it measures the presence of program features that are believed to benefit children.

Authoritative statements and much research are available that imply the benefits of particular child care practices. Teachers are trained and ultimately tested on their understanding of these practices. Curricula and entire programs are based on interpretations of theoretical systems that include these practices. Yet evaluations of the actual practices are conspicuously rare. This *Manual* allows the evaluator to measure the application of these practices.

By providing a means to measure or more accurately describe the day care environment, the *Manual* also provides to impact researchers a way of precisely measuring treatment variables and thus a method of more closely approximating the experimental model.

II. Evaluation of a Broad Range of Day Care Providers

At present, far fewer children are enrolled in day care centers than in day care homes. Both types of care are probably required to meet a variety of needs. It is likely that many parents, regardless of available resources, will continue to choose care outside of organized program systems for a variety of reasons, such as wishing to maintain control over their own day care situation, the location of the facility, and an aversion to governmental or highly organized programs.[2] Authorities agree that only a small percentage of children in day care are in situations that could be described as exemplary. It is highly unlikely that adequate resources will be available in the near future to institute and support the number of high-powered programs that would be required to meet present or projected day care needs at an ideal or exemplary level of service. Economics, logistic feasibility, and user behavior strongly suggest that future day care facilities will resemble those now available, and that the most direct and efficient way to improve child care is to aid in evaluating and improving the types of services now being offered.

The broad orientation used in this *Manual* makes it applicable to almost any day care facility. The *Manual* may be used as a resource guide by various types of facilities. The *Manual* includes a compendium of possible services and orientations toward care *interpreted into everyday behavior:* it suggests many possible approaches to conducting various aspects of the day care operation. The evaluation instruments were developed inductively and are comprehensive. By using this *Manual,* day care personnel are likely to discover practices they would like to try out in their own program.

The broad range of facilities addressed by the *Manual* brings a number of indirect potential benefits to its users. Because the evaluation forms are comparable, cross-comparisons can be made between facilities and between types of facilities – a type of research that should lead to improvements in the services being given by sources both within and external to actual day care organizations.

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[2] Westinghouse Learning Corporation and Westat Research, Inc., *Day Care Survey, 1970: Summary Report and Basic Analysis,* report prepared for Office of Economic Opportunity, U.S. Department of Health, Education, and Welfare, 1971.

Another benefit is the ability to precisely compare facilities known to vary in quality or success in order to suggest likely sources of differences in quality.

Still another benefit is the ability to isolate the types of facilities that are likely to provide particular types of service. (For example, size of center tends to affect the components of the programs.) Particular children may need particular types of care, and the types of facilities likely to give these types of care can be identified by analysis of data from evaluations of a range of facilities.

Typical licensing procedures are very specific in their requirements for physical facilities. Yet their requirements for the emotional and cognitive atmosphere provided are stated only in general terms. The judgments required of licensing personnel are therefore rather general and subjective in these areas.

If a specific system of evaluation, such as the one offered here, were integrated into licensing procedures, licensing decisions would be more comparable, and the licensing personnel would have at their command a ready device for formulating and refining their judgments and for making more specific suggestions to the facilities they supervise.

This possibility of making the emotional and cognitive aspects of licensing more objective should *not* be viewed as a sophisticated and objective means of denying a license to an applicant. It is acknowledged that licensing procedures are meant to ensure *minimum* acceptable quality. What the *Manual* does is to examine day care quality where it exists, and by providing a finely graded system of judging the developmental potential of the environment, to provide a manageable, objective means of evaluation. The individual facility may thus be improved through its relationship with its licensing supervisor and by utilizing findings made possible by its membership in a group of identically evaluated facilities.

There are further benefits to having many facilities evaluated by the same system. The following are a few examples:

- The availability of objective, comparable, evaluative data on numerous day care providers would produce a base line for the study of the effectiveness of caretaker training programs. The analysis of data on facilities that receive consistently high ratings could guide staff recruitment activities and contribute to the revision of recruitment standards that were originally established without supporting evidence.

- Levels of accreditation, based on evaluation, could be awarded in addition to a license. Accreditation could serve as an incentive to day care providers. Given proper publicity, it might create a demand on the part of day care users for high accreditation, which would indirectly motivate day care providers to improve their service.

- The broad scope of this *Manual* and the universality of the licensing requirement make it possible to compare facilities that are very different. There is an important need for this type of comparison. Although certain children fare better in the intimate and personal atmosphere of a day care home than in a day care center, for example, many parents seek center care without previously considering the day care home alternative. This behavior is probably an effect of the well-publicized importance of early learning and its association with organized preschool programs. Many parents are obviously seeking a head start for their children, but they may not have the information they need to make the right decision. Use of portions of the *Manual* in conjunction with licensing procedures would allow comparison of the quality of service available from very different types of facilities. It would also give a justifiable basis for developing and augmenting types of facilities that either excel in quality of service or provide unusual service of a desirable nature.

If it were found, for example, that day care homes excel in providing an important facet of child care, or that certain types of day care homes provide equivalent program services plus added conveniences for parents, organizations to augment day care home services are likely to emerge. Such organizations could coordinate and provide consulting services, staff pools for take-over in emergencies, referral and matching services, financial and advisory help in meeting standards, and staff training. The Neighborhood Family Day Care Parent Program in Washington, D.C., and the Day Care Neighborhood Service in Portland, Oregon, are examples of comprehensive augmenting programs of this nature.

- Research on numerous topics more general than the quality of day care would be possible with the collection of completed evaluations. The data generated by the forms in this *Manual* include the many variables commonly associated with basic psychological and sociological research.

III. Coverage of All Service Areas

The decision to provide for the evaluation of all service areas grew out of knowledge of the number and types of provisions usually included in day care contracts. If evaluation means compliance with contractual provisions, then there should be a way to measure progress toward meeting these requirements. There are two less obvious advantages to evaluating all service areas: First, considering the nature and large number of provisions contained in day care contracts, it is important to have a means of isolating the types of objectives that usually are *not* fulfilled in practice so that a plan of action can be contemplated as a remedy. Unfulfilled objectives that are judged peripheral to child care might be dropped in favor of concentrating on those that are more central. The more important, unfulfilled objectives could be given new support, or new delivery systems could be instituted to make them more attainable. And second, to most effectively use an input evaluation as the description of the experimental treatment in an impact study, all services should be examined and made available for analysis. The impact of a program might be the result of a service whose importance would not come to light unless all service factors are examined.

Day care services were classified according to function; this classification was used as a guide to ensure that all services were covered in the evaluation.

A. Administration
   1. Budgeting, fiscal management, and cost analysis
   2. Personnel practices
      a) Recruitment
      b) Allocation
      c) Evaluation
      d) Advancement
      e) Grievance resolution
   3. Regulatory compliance
   4. Operation of center policy committee
   5. Maintaining records and clerical functions

B. Supporting Services
   1. Client recruitment
   2. Screening for client problems
   3. Referral and follow-up for client problems
   4. Procurement of community resource donations
   5. Referral and follow-up for family needs identified
   6. In-service training program and staff development
   7. Parent contacts

C. Direct Program
   1. Curriculum input
   2. Socioemotional input
   3. Scheduling of activities
   4. Nutritious and attractive food service

D. Organizational Structure

IV. Specificity and Rigor

Logic requires that quantitative comparisons can be drawn only between like entities. If day care facilities are to be compared with one another or with established standards, the particular aspects of the facilities must be described in specific, comparable categories.

The rigorous nature of this evaluation process is a response to the looseness and nonproductiveness observed in many day care evaluations. Many precise requirements are included in large-scale day care contracts or operating manuals. Typical evaluation teams are equipped with lists of objectives and indicators of accomplishment. These lists of indicators are by no means complete, more nearly resembling examples and leaving a great deal to the ingenuity and diligence of the evaluators. The actual form of the evidence showing accomplishment of objectives and its location is left in large part to on-site discovery and the good will of facility staff. An evaluation of this type requires a large team of evaluators to spend a great deal of time and yields findings that are uneven in their coverage and validity. The unevenness results from individual differences between the evaluators, the attitudes of center staff, and variations in evaluation time spent on the site.

In contrast, the procedure recommended by this *Manual* requires a large investment of time by the staff of the evaluated facility. It standardizes the portions of evaluation time spent in making observations and defining what is to be observed.

In a typical evaluation, false impressions may be fostered or the day care staff may guide the evaluators to impressions favoring their operation beyond what it deserves. At the same time, many contracts have requirements that are impossible for some facilities to meet. The day care provider may well feel that if he *appears* to be meeting his contract requirements, his contract is more likely to be renewed and the time during which he can offer the important services that he actually does provide will be extended. This motivation does not necessarily reflect a dishonest intent, and in the short term, the reasoning implied in it is probably sound. Programs *are* more likely to be continued or refunded if they appear to be performing the services required of them.

Nevertheless, resources are likely to be wasted in the process of trying to give the appearance of contract compliance if *gestures* of service are provided in lieu of real service. It is not unusual to find a nonfunctional service being counted toward fulfilling a requirement (for example, continued referral of children to an agency that has been found incapable of performing the required services). Nor is it unusual to discover that records have been used to reflect an exaggerated image of the services provided (for example, if the contract requires many volunteers, the names of people only tenuously linked to the facility are listed).

The worst effect of these possibilities is the tendency to perpetuate the situation and its associated inefficiencies and undue pressures on personnel. New contracts are often modeled after existing ones that appear to be effective and workable. The easier it is to give the appearance that impractical objectives have been accomplished, the more likely it is that these objectives will be required of subsequent programs, which will then become embroiled in the same types of problems.

It would be more constructive to renegotiate standards or improve the resources available to the day care providers according to rigorous evaluation findings. The rigor of this *Manual* is intended to assure a fair evaluation of facilities and to provide firm bases for determining the practicality of what is required of them. The *Manual* therefore is designed so that any program facet not directly observed by the evaluator can be validated by using information previously provided by day care staff. The information required for validation is provided in a form specific enough to allow an outside agent to use it with a minimum of personal inquiry.

V. Feedback and Conservation of Information

Information is useful only to the extent that it is preserved in legible form and available to those who can benefit from it. A number of devices have been built into the procedures of this *Manual* to maximize its usefulness.

- Once the forms contained in this *Manual* are completed in the evaluation process, they will then contain information that is comprehensible without transcription or interpretation. They are likely to be used for reference or other purposes by the users of the *Manual* who have no special machine-scoring equipment, and no inclination to use key charts or memorize special symbols.

- Evaluation forms are designed to allow modification or updating for subsequent evaluations.

- The usefulness of some of the forms to the center operations staff can be considered compensation for their work in completing the forms required to lay the groundwork for evaluation. If accurately completed, the Administrative and Supporting Services Information form, for example, could serve as a comprehensive in-house operating manual for staff. It would clarify lines of responsibility, give the location and organization of all kinds of records, record the names of consultants and resources drawn on in the past, and provide other practical information.

- The whole evaluation process includes instruments for several types of feedback. The Program Objectives form, in which center personnel give their opinions on the reasons why some objectives are inappropriate or impractical, contains a device for feedback to policy-makers. This device provides predesignated channels for feedback from on-site staff to policy makers without casting the feedback into the form of an excuse. In addition, the Staff Questionnaire offers feedback that might pinpoint sources of staff morale problems.

VI. Flexibility

This *Manual* is designed to be flexible enough to meet both the varied needs and orientations of its users and the requirements of good research. Flexibility is built into its use in six different ways, and its use is to be systematically varied according to the orientation and needs of the particular user.

The *Manual* is flexible according to: (1) the type of facility (center or home); (2) the extensiveness of the evaluation required or undertaken (the breadth of service areas to be evaluated); (3) the intensity of the evaluation (the extent of efforts to validate the data produced by the evaluation); (4) the nature of the agency originating the evaluation (for example, whether a center director is evaluating his own operation or whether a funding agency is evaluating the center to determine its eligibility for extension of funds); (5) the objectives or goals held up as standards in the evaluation; (6) the organizational status of the facility.

Examples of this flexibility are found in the following possibilities. A preschool teacher may evaluate her own classroom and staff by using a portion of the evaluation *Manual.* A small center may be evaluated by its director as a means of organizing his approach to service improvement, or as preparation in applying for governmental grants. The administrator of a large network of day care centers may require periodic evaluation of all the member facilities. A funding or governing body may require evaluation for accreditation or support. And a licensing official may regularly integrate portions of the *Manual* into the licensing procedures.

CHAPTER 2

Manual Development, Field Tests, and Revisions

This *Manual* was developed by an extensive inductive process followed by several revisions. Three documents were produced: the preliminary manual, the first revision, and the final revision, which is the present *Day Care Evaluation Manual.*

Preliminary Manual

The preliminary manual was developed after reviewing many thousands of items from child development, day care, and Head Start materials, and by then selecting appropriate items for incorporation in it.

Some of the instruments of measurement chosen to evaluate day care were adapted from other sources. All were put into a form that would be easy to apply in the field and easy for the participants to complete. To the extent possible, respondents were required to check appropriate spaces rather than compose sentences, paragraphs, or lists. The forms resembled multiple-choice lists of possible responses. This format provided convenience to the respondent and helped to ensure a high level of comparability between responses from different sources.

The items chosen for inclusion in the instruments covered topics of general interest and not those peculiar to particular research points of view. At the same time, the items dealt with small, precise units. Above all, they had to fit into the design of the developing evaluation system.

Two major categories were used. One category covered practices considered to have a beneficial effect on children; the other focused on methods of measuring environmental and behavioral influences. Materials in the first category were based on authoritative sources of child care practices and recent research on child development, day care, and Head Start. Materials in the second category were identified by surveying the entire Educational Resources Information Center abstracts for the six most recent years. The bibliography lists these sources.

Each set of materials was subjected to three elimination reviews. More information was sought about each abstract that survived these reviews. Ultimately, information on each measurement was sorted into three systems: by topic of child development or child care to which it was relevant; by measurement styles (check lists, observation techniques, etc.); and by the instrument from which it was originally adapted.[3]

The preliminary manual was developed by adapting selections of these various materials and by designing original items where they were needed.[4] An abundant number of approaches to assessing each facet of day care was included to increase the likelihood of adequate coverage after the eliminations based on field test findings.

First Field Test

The preliminary manual was pilot-tested in its entirety, with the exception of one form that was likely to cause dissension among facility staff.[5] The pilot test was conducted over a three-and-one-half month period. Fifteen day care centers and nine day care homes participated.

The original plan for the field test required facilities in the following cagegories: proprietary day care centers, day care centers receiving grants-in-aid, day care homes supervised only by licensing personnel, and day care homes supervised by social agencies. Originally, all day care homes participating in the test were to have at least two normal children between the ages of three and five in regular attendance. This criterion was abandoned when it was found that the day care home clientele and their attendance patterns were a great deal more irregular than had been anticipated. Had these requirements been retained, the subsamples of day care homes could not have been found, despite the cooperation of local licensing personnel. Many homes cared for children younger than two years, and many cared for children who attended irregularly.

The observers or interviewers were selected on the basis of their experience in child development and day care. They were trained intensively for three full days. Subsequent training and supervision of the observer staff were given in conjunction with weekly half-to-full-day feedback sessions during which the field test events of the week were discussed in detail and adjustments were made in the test instruments. Reliability was built into the process by stipulating that all field tests were to be conducted by a team of two and that their judgments were not to be discussed until they met in the feedback sessions.

The observers were asked to note and report relevant examples and anecdotes, all of which helped to reveal to the supervising staff whether they understood the kinds of judgments they were to make in completing the forms. This feedback also helped to test the clarity and usefulness of the forms. All feedback and supervisory discussions were committed to detailed notes, which ultimately, along with analyses of the completed forms, served as a guide in revising the manual. General training procedures and related problems in field application of the evaluation instruments are discussed in Chapter 4.

[3] Many measurement systems are derived from previous ones or were constructed to make up for their weaknesses, in which case commentaries on the original measures generally accompany the derived ones. The measures related to or commenting on one another were sorted together.

[4] The discussion of the forms in Chapter 3 indicates which materials were used directly in the construction of particular forms.

[5] This form was the Staff Questionnaire. In an actual evaluation, resultant dissension could be resolved and used as motivation to correct sources of low morale.

To test the preliminary manual as a system of procedures (and not just as a collection of forms), the field test was conducted as though it were a genuine evaluation of the subject facilities. The forms used as background and for scheduling the remainder of the evaluation instruments were mailed to the facilities. One original form asked for schedules of the children's day. In centers, the form also determined which particular group of children were to be observed.

The best test of the preliminary manual required the cooperation of the staff of the facility. Their serious efforts and thoughtful comments were needed. In fairness, and also to prompt their feedback, it was also crucial for them to realize that the field test was an evaluation of the manual, not of them. This point was stressed in all contacts with the facility staff.

At centers, visits were arranged in keeping with the wishes of the center directors, and efforts were made to ease the tension associated with being evaluated. Nevertheless, a majority of key personnel in the centers visited appeared to be intentionally putting their best foot forward. Although some discomfort was probably experienced by center personnel, which was unfortunate, this resemblance of a field test to a genuine evaluation adds to the veracity of the pilot test of the manual. One circumstance did tend to minimize discomfort: the facility staff invariably seemed to assume that the observers were watching the children instead of them, which usually was not the case.

While day care mothers displayed somewhat less discomfort in being observed, serious scheduling difficulties arose out of the irregularity with which parents brought their children to the day care homes, the variability in duration of daily attendance, and the likelihood that the activities in the home followed only a sketchy schedule.

The revised procedure for scheduling visits and administering the instruments in the pilot test was as follows: Two weeks after the background forms were mailed, telephone contact was made with the facilities. If the forms had already been returned, clarifying questions were asked concerning the answers. If the background forms had not been returned, they were completed over the phone as far as possible. One purpose of these phone contacts was to "break the ice" and assure the potential sample members that behind the impersonal letters they had received were sympathetic human beings who were grateful for their cooperation. These conversations attempted to establish a "research alliance" between the staff and the personnel to be observed and to emphasize their mutual concern for improving the care given to children.

This personal type of contact at the outset was considered very important in getting the field test in full operation. Once the first visit was scheduled, the relationship developed on the site between the observer and the caretaker staff served as the basis for determining the time of subsequent visits. The observers were instructed on how to establish good working rapport with the day care staff and were encouraged to use their best judgment of situations as they developed in order to retain the facility as a part of the sample.

The interviewers were instructed on the number of times each form was to be used and the setting and duration of time required for completion of each. Two full days at each facility were required as a bare minimum.

Once the field test was in full swing, the interviewers pointed out that the day care day is a long one – by definition, longer than an average working day. Team members were allowed to relieve each other on full-day site visits in the following way. One would be there as the children arrived and ended her day at 4:00 P.M. The other arrived around 9:00 A.M. and then stayed on into the later hours.

With only a few exceptions, the interviewers arranged their own appointments to gather information required by the forms. When forms were administered by the coordinating project staff, the interviewers or observers familiar with the facilities were consulted on the preferences and capacities of the facility staff to be contacted. Several members of the project staff observed and helped facility staff to complete the forms that were designed for completion without outside aid. Why this assistance was needed – whether for reasons of language usage or format style – was noted and included in the materials used for revision.

The preliminary manual was then entirely revised, and the second test manual was field-tested under different circumstances.

Second Field Test

The second field test was conducted to test the revised manual and its organization and to test its feasibility as a self-administered procedure. The participants received no substantial training on how to use the forms other than the instructions provided within the manual. Because the earlier field test had exhausted the local supply of licensed day care homes willing to participate, the revision was not pilot-tested in the day care home situation.

Day care centers participating in the second field test were located from several sources. The Illinois Department of Children and Family Sources (IDCFS) Day Care Unit offered to locate local centers and assign three interns (child development students) to conduct portions of the pilot test of the revised manual. All five forms requiring observation were administered at each of four local centers, by teams of two students. Arrangements for conducting the pilot test and the manner of obtaining and recording feedback were similar to those used in the first field test, with the exception that the observers received no assistance or training from the project staff until after they had studied the manual thoroughly on their own. Then the only directions given were on which forms to administer and the time span and situation required for their completion.

During the course of the project, many letters of inquiry were received from day care centers, planners, researchers, and early-childhood specialists throughout the United States and Canada. Those who were considering the evaluation of centers were invited to conduct a pilot test of the revised manual. Three centers located in two Southern states participated in the second pilot test. Several others reviewed the manual and submitted their critical comments. Five additional local centers took part in the second pilot test. They were recruited on the basis of their previous contacts with the project or with the Council for Community Services.

The portion of the second pilot test administered by students assigned by the Illinois Department of Children and Family Services was conducted similarly to the first field test (minus the intensive training, of course). The project staff was much more detached from the other observers in the second pilot test. While the participants were assigned evaluation forms, each was also allowed to choose additional forms in accordance with his interests and needs. Participants selected their own interviewers and their own methods of training and securing preliminary feedback, being guided only by draft materials being prepared for the manual. Feedback to the project (except in the case of the interns) was achieved by the completed forms and by telephone discussions with the individuals who supervised the observers.[6]

Twelve centers took part in the second pilot test. All forms and procedures in the revised manual were field-tested.[7] All twelve centers tested the forms considered most important and the ones that had undergone major revision. The other forms had been distributed proportionately and according to interest among the participants.

The second pilot test included a broad range of day care center facilities. They varied in size and sponsorship or affiliation (religious, university, state grants-in-aid). The observers were advanced undergraduate students with majors in child development and experience in day care, beginning students in the social science field with limited day care experience, practicing psychologists, early-childhood specialists with considerable prior experience in observing day care programs, and directors of centers.

In addition to the actual pilot test and the collection of critical comments from those who had at one time or another anticipated taking part, the revised manual was also submitted to the review of selected local authorities on day care, child development, and measurement.

Throughout the whole process, all types of feedback data from both field tests were organized by form, by item, and by organizational procedure.

Data Analysis and Revisions

The real findings of a pilot test of this type concern the clarity and dependability of the forms and the design for their application.

All responses and organized feedback data were inspected and tabulated to reveal the following characteristics for each item and form:

1. Clarity of language and format
2. Completeness of responses and causes of incomplete responses
3. Ability to differentiate between individual facilities
4. The need to collapse categories or responses
5. The need to expand or create subcategories
6. Vulnerability to encouraging response-sets on the part of the respondents
7. Location of items requiring better definitions and examples

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[6] One exception was a local facility whose director wished to be debriefed in person so as to provide a learning experience for her own trainees.

[7] Including the Staff Questionnaire which had been held back in the first field test.

The forms completed by observers were also analyzed to see if they were reliable enough that ratings taken by different observers agreed. The three forms dealing with observation of program in action were also analyzed to determine whether the phenomena observed were consistent enough from time to time to warrant their being included in an evaluation

As the feedback sessions got underway it became clear that small revisions, deletions, and additions to the forms would be required throughout the field tests. Once it was discovered, for example, that a particular observation could not be made under the prescribed conditions, it would have been foolish to continue using the original instruction. Furthermore, the possibility of testing the ability to measure particular topics under conditions in which they could have been observed would be diminished.

The continual redefining of guides to the observers' judgments was more important than having two pools of strictly comparable data. Had the sources of misunderstanding been merely noted and held for the major revisions, a clear-cut definition of the essence of each judgment could never have been reached. Some items required many revisions, which could not have been achieved in a simple two-step plan. The dates on which the various interim revisions were instituted were contained in summarizing tabulations used for the analyses of the two complete revisions. The minor revisions therefore did not interfere with the refinement procedures and, in fact, aided them, since the forms were improved after each feedback session.

In the first field test, agreement between raters increased as the supervisory and feedback sessions progressed. Even in the early stages, there were blocks of items upon which both raters in a team agreed almost perfectly even though observers from different universities were often intentionally teamed together. When very good agreement was found, the points in the judgment scales were increased in number and the use of extreme decisions to test the limits of reliability was encouraged.

Each aspect of the manual was discussed at the feedback sessions. All disagreements were discussed in detail until they were resolved and the direction necessary for improvement was manifested. The discussions and the exchange of anecdotes occasionally revealed that an item or procedure had been misunderstood, while the relevant form had been scored in such a way that this discovery would not have been made without the debriefing. All members of the coordinating and project staff felt that the manual was substantially improved through its many minor and two major revisions. The final revision was judged by the staff to be satisfactory to outstanding in reliability, scaling, comprehensiveness, validity, emphasis, and ease of application.

The development of the *Manual* through revision of the individual forms is discussed in Chapter 3.

CHAPTER 3

Functions and Development of the Forms

Each form in the *Manual* serves a specific function in the organization of the evaluation system. Most forms also could serve other research and operational purposes. The forms have been divided into major sections in the *Manual* according to their major functions and topics.

This chapter discusses the forms in order to highlight their major functions. It also summarizes the development of the forms and describes examples of their more specialized uses. The summary of how the forms were developed and the list of references to the source materials gives the potential evaluator a sense of the logical framework on which this evaluation system is based.

This discussion will also aid researchers who are contemplating the measurement of similar phenomena or are facing constraints similar to those imposed on this project. The identification of source materials and the rationale for some decisions should reduce some of their preliminary work.

All forms used in the *Manual* are listed in Chart I.

Identification Forms

Forms 1 and 18 collect general identifying information on the facility and the clients. When the *Manual* was being developed, they were also used to determine if the facilities to to be observed were qualified according to their clients' age groups, numbers, and freedom from handicaps, as stipulated by the project. The preliminary version of the forms also required a schedule of activities and other information to help in scheduling the facility's participation in the pilot test. They were designed to arrive at average figures on capacity, enrollment, and attendance, and to designate which of the groups in a multigroup facility should be chosen for the pilot test observations.

The revised identification forms as presented in this *Manual* are streamlined versions of the preliminary forms. They request identifying and qualifying information and identify separate groups in the facilities rather than determining which group should be observed, as it is recommended that all groups be observed in making an evaluation.

CHART I

FORMS FOR EVALUATING DAY CARE CENTERS AND DAY CARE HOMES

CENTERS	HOMES
To be completed by Staff or Supervisors of Facility Being Evaluated	
Identification	
Form 1 – Identification	Form 18 – Identification
Objectives	
Form 2 – Administrative and Supporting Services Objectives (Center)	Form 19 – Administrative and Supporting Services Objectives
Form 3 – Program Objectives (Center)	Form 20 – Activity Inventory
Form 4 – Administrative and Supporting Services Objectives (Central Organization)	Form 5 – (Same as for Centers)
Form 5 – Program Objectives (Central Organization)	
General Operations Information	
Form 6 – Administrative and Supporting Services Information (In-House Operating Manual)	Form 21 – Licensing Questionnaire Form 22 – Administrative and Supporting Services Information
Staff Questionnaire	
Form 7 – Staff Questionnaire	Form 23 – Staff Questionnaire
To be completed by Evaluators or Staff Appointed as Observers	
Physical Facilities	
Form 8 – Physical Situations to be Observed	Form 24 – Physical Situations to be Observed
Form 9 – Organization and Use of Indoor Space	Form 25 – Use of Indoor Space
Form 10 – Locale	Form 26 – Locale
Form 11 – Indoor Equipment, Supplies, and Activities Check List	Form 11 – (Same as for Centers)
Form 12 – Organization and Use of Outdoor Space	Form 14 – (Same as for Centers)
Form 13 – Organization and Use of Gymnasium or Gross Motor Activity Area	
Form 14 – Outdoor Equipment, Supplies, and Activities Check List	
Program in Action	
Form 15 – Observation of Group Experiences	Form 15 – (Same as for Centers)
Form 16 – Observation of Individual Caretakers	Form 16 – (Same as for Centers)
Form 17 – Observation of Routine Activities	Form 27 – Observation of Routine Activities

Objectives Forms

The primary function of the objectives forms is to establish the standards by which day care services are to be evaluated. The project did not presume to dictate goals or objectives for child care to those providing the care. Rather it provided a collection of possible objectives distilled from the work of leading experts in the field. It allows for choices to be made from among these possible objectives to establish the particular set of objectives to be used in the evaluation of each facility. The measurement of objectives that are so basic to the provision of the child care that they should not be left to choice or are potentially destructive yet widespread are built into the scoring system.

The preliminary objectives form was constructed as part of the inductive process described in Chapter 2. Abstracts were made from two types of literature: (1) guides to providing day care and guides to training for and evaluating day care services; and (2) summaries of research on child development, early education, day care, and Head Start.

In compiling the abstracts, materials were collected that referred to any facet of day care. Each statement about what ought to be done was either quoted or paraphrased. These statements came to be known by the project staff as the "ought to's." The research summaries were abstracted in a more indirect manner. Using the nineteen socioemotional, perceptual-motor, and cognitive objectives for preschool education offered by Kamii's analysis (1971) as locators, each study claiming an improvement effect was examined to identify the treatment to which beneficial effects were attributed. These treatments or ways of dealing with children were qualified by any special circumstances that existed in the studies from which they were drawn and were then collected as abstracts. This type of preliminary objective came to be known as "research findings." The entire collection of abstracts was then submitted to a condensing and level-setting procedure. Objectives to be used in the *Manual* had to be sufficiently specific and operational to be identified with recognizable behavior and practices and to overlap as little as possible.

The various steps required to establish a workable list of objectives, the collapsing of categories, the deletions of repetitious material, etc., yielded a list of seventy-six items covering all phases of day care. These were divided into items pertinent to administrative and supporting services and items pertinent to direct program. Objectives pertinent to administrative and supporting services were stated in concrete terms. Objectives pertinent to direct programs were stated in more abstract, less specific terms. More of the administrative and supporting services items were derived from the "ought to" collection; and more of the direct program items were derived from the "research findings" collection.

After testing and revision, most of the preliminary forms developed to collect objectives from day care mothers had to be eliminated. Of these forms, the Day Care Home Activity Inventory (now Form 20) was retained. By itself it cannot be used to establish objectives, but it was found in the pilot test to actually remind some day care mothers of things they might do with the children, and since that was an intended minor function of the objectives form, it was retained.

The method of inquiry built into the remaining objectives forms allows for the facility to be evaluated by standards set by formal contract or policy, by the director's opinion of what is important, or by what the actual "working objectives" of the facility are. The data collected by these forms also lend themselves to discovering patterns of agreement between these three sources.

A special function of these forms is that they are designed to transmit the opinions of the staff concerning the suitability of particular objectives to the policy-making bodies. Thus, the forms are useful in realigning priorities and negotiating for outside services that might be needed to meet particular objectives.

General Operations Information Forms

Form 6, Administrative and Supporting Services Information form (In-House Operating Manual) for centers, is the core form of this section. Its nine parts cover the following topics: (1) licensed status, and frequency and types of visits from licensing personnel; (2) whether the center is endorsed or certified as having attained standards other than those set down as minimums by the state and city; (3) areas in which an outside agency or individual provided consultation or actual service; (4) titles and location of any operating manuals or contracts used by the center; (5) whether the center is affiliated with or sponsored by some other organization, and a description of the relationship; (6) child, staff, and volunteer recruitment and assignment policies, procedures, and problems; (7) description of parent, volunteer training, staff, and advisory board meetings as well as personnel practices; (8) type of food service and nutrition program; and (9) the location of, and the persons responsible for maintaining records on all these topics.

Most sections of this form begin with an inquiry about whether the center uses a certain procedure or offers a particular service. If the response is affirmative, detailed questions about the procedure or service are then to be answered. While the questionnaire is lengthy, care was taken in its design to ease the task of responding: directors are to respond by checking boxes, filling in names, dates, or figures, and only occasionally by writing short statements.

This instrument establishes numerous organizational and procedural parameters of a center's operating system. The types of services and the approaches undertaken to accomplish them and the location of documents indicating that these services are in fact being provided are all contained in the completed form. The location of documentation is a crucial feature of the form as it provides for verification of responses, and should imply this possibility to the respondent.

Because of its precision, this form requires the expenditure of more time by center personnel than is usual in preparing for an evaluation. But in subsequent evaluations using the same system, the information would only have to be brought up-to-date. The form also makes it possible for the center director to inspect many possible approaches to organizing and conducting procedures for delivering services. The completed form would function as an in-house operating manual, spelling out exact procedures, location of materials, and lines of authority.

The form prepared for use in day care homes, entitled Licensing Questionnaire (Form 21), includes some of the same topics as the day care center Form 6. Day care home Form 22, Administrative and Supporting Services Information (to be completed by the supervising agency), includes such topics as the type and amount of supervision, records, guides, and services provided by the agency for day care families. Detailed questions are asked when the agency indicates that it provides any of the following services: recruitment of children, day care mothers, assistants, or volunteers; training and evaluation of caretakers; licensing; determining client fees for day care services; and maintaining contact with parents.

Staff Questionnaire Forms

The Staff Questionnaire forms (Forms 7 and 23) are designed to serve three interrelated functions: (1) the partial verification of selected information gathered by the general operations information forms; (2) staff knowledge of the procedures that directly affect them and the performance of their jobs; and (3) an inquiry into the morale of the staff and sources of dissatisfaction.

The form for day care centers is to be administered to teachers, aides, and volunteers who serve regularly several times a week.

The form for day care mothers ascertains whether the supervisor or licensing official has encouraged her to contact him when certain problems occurred, and whether she knows of any services offered by the supervisory agency. It attempts to verify selected information collected by the Administrative and Supporting Services Information form for the agencies supervising them.

Physical Facilities Forms

These forms were designed to note the adequacy of the equipment and physical facility, and their probable influence on the children.

The forms in this section were more drastically revised than those in any other section. The final forms constitute a simplified, cohesive subsystem, with the lead forms directing the circumstances under which the remaining forms should be used.

A check sheet contained in Form 8 is used to determine which of the forms in this section will be used in centers. A check sheet contained in Form 24 is used to determine which of the forms dealing with the physical facilities of day care homes are appropriate to use. These lead forms also collect information on climate and season, which should affect the scoring on use of physical facilities.

The forms dealing with the organization and use of space collect specific information that bears on the planning and maintenance of space from points of view of appropriateness, variety, flexibility, ease of surveillance and supervision, and pleasantness. The indoor forms (Forms 9 and 25) particularly explore the use of display materials and activity areas. The outdoor forms (Forms 12 and 24) particularly inspect the potentials in the area immediately surrounding the facility and do not deal with display materials.

Many of the items in these forms ask for direct judgments that, in preliminary versions, were to have been more indirectly judged by raters using maps of the areas. (Since the maps drawn in pilot testing required great investments of time and yielded uneven results, the intermediary step of map making was eliminated.) A play area observation form, which was to have been used in conjunction with these forms and which was (1) to determine problems induced by space and equipment, and (2) measure children's reactions, interests, and involvement in relation to spatial organization and equipment, was also eliminated. The scan sampling procedures as used in the field test presented some drawbacks to the administration of the form. But more important, it was found that incidents selected as focal by the scanning were often inaudible and could not be properly judged. Topics that would have been covered by this form were transferred to the more informal program observation forms.

The forms that inspect the locale of the facilities (Forms 10 and 26) collect information on the building in which the facility is housed, and on the population and nature of the neighborhood. The earlier versions of these forms were more lengthy and required a survey of the surrounding neighborhood. This process worked a hardship on observers without cars, and since day care facilities seldom use distant neighborhood resources on a regular basis (except for parks, which are covered elsewhere), a narrower version of this form was devised for the *Manual.* It requires that the observer approach the facility mindful of its environment, rather than requiring a survey with a given radius of the facility. Some of the data collected by the Locale forms are not directly pertinent to probable goals or objectives for day care. Instead they provide the ability to categorize the facilities in ways most meaningful for comparative research.

The form on Organization and Use of Gymnasium or Gross Motor Activity Area (Form 13) was constructed as an offshoot of Form 12 to cover centers that lack outdoor equipment or have no daily access to a park. It can also be used when the climate or season does not allow outdoor activities during the evaluation. The inclusion of this form ensures that the provision of large-muscle activity can be observed, regardless of the setting in which it is provided.

The Equipment, Supplies, and Activities Check Lists (Forms 11 and 14) constitute a comprehensive inventory of useful equipment and activities. The forms also offer a way to evaluate the safety, accessibility, adequacy in number, workability, and variety of equipment and activities. Other forms examine the flexibility and creativity with which the equipment is used by the staff. This form can help in describing the variability and nature of the activities undertaken. Used in conjunction with the program observation forms, it evaluates the appropriateness and quality of these activities.

The indoor and outdoor versions of these check lists duplicate each other so that all equipment and activities, wherever they occur, can be included. The indoor and outdoor environments and activities can also be evaluated separately. Duplication also permits comparisons between evaluations of facilities in different climate zones. In this way, activities that are commonly considered indoor ones but are conducted out-of-doors in warm climates, can be compared with the others in different circumstances.

Forms 11 and 14 underwent the most extensive revisions of all those still included in the *Manual*. The first instrument pilot-tested for its ability to evaluate equipment included a comprehensive list of equipment that was to be rated in a manner adapted from the work of Prescott and others. The study by Prescott, Jones, and Kritchevsky (1967) suggested organizing principles and basic definitions to deal with a complexity rating of the arrangement of play areas in reference to their play units, divided into three distinct types: simple, complex, and super.

This method was thought to offer several advantages and to furnish information on several levels: the actual equipment present; its workability, variety, and accessibility; and the complexity of the environment created. Numerous additional sources were used in drawing up the list of materials and equipment for these forms, determining categories for variety, and considering ways of evaluating special problems associated with the equipment.

This early version proved to have two major failings: the observers could not agree well on categorizing the play units into simple, complex, and super; and the data, once analyzed by these units, did not adequately differentiate between centers.

A companion form calling for the inspection of housekeeping equipment and supplies and other supplies stored inside closed storage units was also eliminated since searching or direct questioning evoked a negative response on the part of the caretakers.

In the second version of the forms designed to evaluate equipment, the attempt was made to analyze the functional potential of the equipment. Functional categories were derived from several sources: works on play therapy, lists of areas of learning abilities, and a study that analyzed approximately 350 toys according to the physical abilities and muscle group needed to play with each toy according to interest levels at various stages of development. The first set of categories on the potential function of equipment, which concerned physical growth stages of development, was adapted from these sources.

The second set of categories for this version of the form was adapted from Piaget's manipulation potentials involved in sensory-motor skills and cognitive development, such as discriminatory, relational and sequential skills, and basic concepts of position, quantity, size, ordering, and classification.

The third set of categories developed out of previous work done by the project staff including the exploration of an instrument that observed teacher-child-equipment interaction, noting toys and equipment whose use illustrated basic physical forces, simple machines, or physical and chemical changes. Two physics textbooks were consulted for definitions and examples of the topics mentioned above; and experimental science curricula for children were consulted.

A fourth set of categories, life experiences, was added since so many day care guides suggest that children should have an opportunity to play at real life experiences.

Functional subcategories were defined and examples of equipment exemplifying the functions intended were listed. Catalogs of equipment were inspected as sources for the equipment lists to guarantee that a wide variety of examples were furnished on the form. Each subcategory was to be rated on a three-point scale and each major category on a six-point scale.

The local pilot tests using this form were successful, but a number of personnel having less training and less contact with the project than the local observers found it confusing, and the form was therefore eliminated from the *Manual.*

An equipment and materials form that asked for general impressions about the kinds of activities encouraged by the materials themselves and by the staff's expressed attitudes towards the children's actual use of the equipment was used as a companion form during most of the pilot tests. This form was included primarily to see whether such an instrument, which was quite short and easy to administer but relatively nonobjective, agreed with other, more difficult forms that covered the same topics, and could therefore supplant them. This version tested relatively well in the field tests, but was eliminated in favor of the more specific listing of equipment. A number of the facilities found the specific listings in the final version of the form more helpful in planning and in inspection of their own operation.

Program in Action Forms

Observation of Group Experiences and Individual Caretakers: Program observation Forms 15 and 16 consist of seventy-three observer ratings of various aspects of the day care program that emphasize the staff's role in cognitive, social, and affective situations, and the division of responsibilities and interaction between teachers and aides. The rating system was adapted from a group of scales used in scoring observations in a study on Head Start evaluation by Stern and Gordon at the Bank Street College of Education.

Before selecting this observation instrument for inclusion in the *Manual*, the project staff examined in detail more than forty observation instruments and coding schemes complete with commentaries, selected from over 3,000 originally inspected. The adaptation finally selected for the observation instrument has these benefits: (1) it is broad in scope; (2) it lends itself to definition and redefinition of the scales through feedback and consensus in order to increase rater reliability; (3) it provides for evaluating various types of programs and orientations; and (4) it provides understandable information without the necessary use of further coding.

Originally it was intended that these forms, used to observe the caretakers in action, would resemble a number of the atomistic, objective systems for behavioral observation currently in vogue. The *Manual* would then benefit from the well-known, positive attributes of these types of recording or scoring systems. An overwhelming majority of the materials reviewed dealt with objective, behavioral observation systems focusing on small units of behavior.

Certain benefits are usually associated with objective behavioral observation systems. The following attributes were considered in developing this observation form:

1. *Behavioral observation scales are objective.* These scales ask for the observation and recording of behaviors that can be made by observers whose experience and judgment are minimal. To paraphrase a proponent of these scales: it is easier to tell if a child is smiling than to tell if he is happy. Raw data from this type of scale are presumably in a form closest to behavior and at the lowest level of theoretical abstraction. The observer is not required to judge what is psychologically significant behavior. Inspection of the instrument need not reveal what is to be considered as relevant by data analysis. It is left for analyzers of the data to code, formulate, and weight the analysis to put theoretical or psychological meaning to the data.

2. *The process of using behavioral observation scales is equitable.* The process by which judgments on observed behaviors are coalesced is in many respects more equitable than the parallel process in the more subjective systems that rely heavily

on the impressions of the observer. For example, a subjective system might require the observer, after a period of observation, to respond to such broad and judgmental question as:

- Does the teacher suit her presentation to the developmental level of the child?
- Are children treated in a manner that will engender a positive self-concept?
- Are the children being taught skills that will help them when they get to school?
- Is creativity encouraged in the children?

An objective system, on the other hand, requests the observer to note each behavior or interaction in a specified manner without judging it further. (The length of the observation period is also specified.)

One of the first modern objective behavioral observation systems was developed by Barker and others. This system dictates that a running process record describing behavior as fully as possible be written concurrently with the observation. Later, the record is broken down into simple behavioral units and the units are then categorized according to the particular purpose for which the observation is being used.

One recent, highly developed system is OSCI (Head Start Evaluation and Research Center, 1969). In that system the observer is directed to record, at three-minute intervals, multiple aspects of observable behavior for all individuals or subgroups present. Examples of these are the locus of power in the interaction or group activity, the context of the activity, and the content matter of the activity. Each category is equipped with a set of items from which the observer must choose. Notations are taken on graphic configurations that are designed for ease and completeness when used by observers practiced in the use of the system. The observation is paced and the observed behavior sampled by strict timing.

The OScAR observation system (Medley, 1963), another recent and well-conceived system, commits to machine-scorable shorthand all verbal interchange taking place in a classroom. Again, the choices for description are predefined and multifaceted, each aspect requiring some determination. For example, who initiated the interaction, the emotional quality of the interaction, the content area, and responses to it are all noted in a prescribed manner.

The PROSE system, an outgrowth of work on OScAR, is particularly suitable to observation in preschool settings. PROSE is being developed by the Educational Testing Service. This system observes each child singly in a number of cycles and the general group character secondarily. Besides describing the child's behavior and interaction in small units, the system permits the recording of many significant influences that might impinge on the child. The observation notation is paced and the behaviors observed are sampled by a timing device – a precise time cycle schedule and a stopwatch.

In these systems the observations are broken down into units that can be considered equal. A judgment based on the statistically compelling processes of mounting one unit upon another to measure magnitude engenders more confidence than one based on an unknown individual's judgment – which might be biased by theoretical predilections, personal experiences, auditory volume of interchanges observed, or the vernacular used for their expression.

3. *The data collected by objective systems are particularly suitable to statistical manipulation.* The basic and nonjudgmental nature of the data generated by objective systems, and the fact that the data are in the form of a large collection of small units, makes statistical manipulation more legitimate.

   Some proponents of these systems also point out that by breaking down the motivations and procedures inherent in the various approaches to child care into components that are either identical to those in an observation scale (or composed of a combination of those scale components), the ability to measure the extent to which these defined approaches are expressed in the setting observed becomes very feasible.

   All well-articulated approaches to child care could technically be dissected in this manner. The typical subjective observation system, addressed by proponents of objective systems, was composed of items far too general and lacking in the ability to finely delineate behavior into quantifiable units.

In addition to these three beneficial features, the project staff kept one further point in mind in its search for suitable observation instruments. The day care staff and the direct program were to be observed. Observation of children was deemphasized and employed only where required to most accurately judge staff behavior or service delivery. This approach grew from the premise that this *Manual* was to be an evaluation tool to assist decision makers in evaluating the *presumed environment* of the child rather than the child's behavior. Measurements of interactions between child and staff are of value only to the extent that they help to define and secure the quality, meaning, and appropriateness of each unit of program observed. To do otherwise would lead to the possibility of penalizing facilities willing to include children who are unlikely to make a good impression.

The PROSE scoring system and a system originating in the Bank Street study were judged most suitable for adaptation to this *Manual's* purpose. The PROSE system appeared to have the ability to segment important child experiences and the flexibility to allow these segments to be ordered in various ways for analysis. The Bank Street work appeared to be a tool for preliminary analysis of behavioral units; it had a great potential for organizing data in an effective and cogent way. It is extremely comprehensive and the categories it provides are narrow, precise, and well-defined.

The staff set out to adapt the PROSE and Bank Street systems to the *Manual's* purposes. One scale was to be used for recording observations and the other for the general descriptive organization of the data. One of the first tasks in this process was the pilot training of one staff member in the use of the PROSE observation system to ensure that it could be used in an automatic way by observers in the pilot tests and by the observers for whom it was ultimately intended. The instrument requires numerous small decisions for the completion of records on each minute cycle; and this feat could be accomplished only if the scoring could become second nature to the observer.

The pilot training did not run smoothly: training to a point of agreement with the instrument's criteria could not be achieved. Much more intensive training seemed to be required if reliability was to be improved. Since the ultimate users of the *Manual* will receive no more training that what can be contained in the *Manual*, the prospect of adapting this system became less attractive. Further attempts at training were held in abeyance for reexamination and potential replanning. The attractiveness of the Bank Street instrument and the benefits expected of the objective scales were reconsidered.

It was finally decided that an adaptation of the Bank Street system used alone as an instrument, rather than as organizer of data, would possess the attributes the project sought in a scale. Each point of benefit originally thought to reside only in the most objective and atomistic systems were found in actual practice to be operant in the somewhat more judgmental scale devised; and the scale devised seemed to possess some particularly unique benefits as well.

This adapted scale formed the nucleus of the final form. Finely graded revisions were made throughout the two pilot tests.

Observation of Routine Activities: The Observation of Routine Activities forms (17 and 27) assist in the observation of arrival and departure activities, toileting, food preparation, mealtime atmosphere, nap time, and staff handling of sick children. These forms were included in the *Manual* because such observations are seldom part of formal observation instruments, even though routines are presumed to have a strong impact on children. Observers respond to the questions by supplying figures, checking boxes of certain activities where observed, or writing brief descriptions of how the staff handled certain problem situations.

During the first field test, the form used to observe routine activities taking place in day care homes was exactly the same as that used for centers. This form was difficult to complete in day care homes. Most day care mothers refused to allow the observers to be present when the children were arriving. Many others did not like the observers to be present at meals, nap times, and departure activities. Thus many questions on this form were completed by interviews or were left blank.

Despite these difficulties, this form was retained in a modified version, for two reasons: (1) the evaluator will probably be in a position to request permission to be present at mealtimes and other routines; and (2) routines usually require the day care mother to interact with the children, regardless of an outsider's presence. While an observer's presence might disrupt play activities in the day care home, the routines are more likely to be carried out in the usual way, thus allowing the evaluator to observe the day care mother and children in the way they normally interact. If the evaluator must choose which routines to observe, the arrival and departure activities could be skipped. These activities are most crucial when new children are entering day care, and are less important in homes where the children's parents live in the same building or neighborhood and have other opportunities for contact with the day care mother.

Source Materials

The original sources of materials that were most influential in shaping the character of the forms are grouped by the category of form they most influenced.

A. Objectives

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CHAPTER 4

Applicatiom of the System

Complete and Abbreviated Evaluations

In the integrated system that constitutes this evaluation *Manual,* each part meshes with other parts and facilitates their administration. The sections of the *Manual* are interrelated in two ways: in the internal logic of the evaluation system, and in the economical use of evaluation time.

The following sketch of a complete evaluation process illustrates the interrelationships: First, it is ascertained that the clientele of the subject facility falls within the normal range of a day care population (identification forms). Next, objectives for service are collected from supervisory personnel (objectives forms). These objectives provide standards for the evaluation. At the same time, the supervisory day care personnel give their opinions regarding impediments to fulfilling the objectives.

Specific information is collected regarding the services undertaken, the procedures used to accomplish them, and the specific location of records (general operations information forms). Then data are obtained that verify the operation of reported service procedures and pinpoint likely sources for problems of staff morale (staff questionnaires).

Each group's facility and equipment, and the uses to which they are put, are observed by an evaluator who notes information bearing on their suitability and developmental potential (physical facilities forms). At the same time, observations are made on the delivery of the program to each group of children through their interaction with staff and activities (three forms in program in action section). Data collected directly from the facility or supervisory staff are verified by comparing information from two sources (administrative and supporting services information forms and staff questionnaires), and by spot checks of records (the records are located by means of information contained in the program in action section).

The verified data plus the data collected by the observation staff are scored against selected objectives (collected by the objectives forms and auxiliary objectives built into the coding system). The analyzed data are then fed back to the appropriate sources, hopefully after they have been compared with identical data collected at other day care facilities.

The *Manual* also was designed so that parts of it could be used in an abbreviated evaluation process. This was to be done without sacrificing the validity of the data collected and without seriously affecting their comparability with the portions of the data collected in a complete evaluation.

All forms are outlined in Chart II (see the end of this chapter) to guide the users of the *Manual* in planning and administering their evaluations, whether they use the complete evaluation or parts of the system to evaluate particular services. The column headings, which are described below, cover the types of information that the users must have to reach informed decisions on the application of the evaluation system. The validity of the scoring system depends upon strict adherence to the instructions contained in Chart II.

Facility: Indicates whether the form is to be used by a day care center, a day care home, or both.

Completed by: Indicates the title of the appropriate recorder or person who is to complete the form. Note that in several cases the respondent differs from the recorder; for example, when an observer completes a form by interviewing a day care mother.

Functions: Notes the major and minor functions of the forms regarding the topics covered and the organizational purposes in the total evaluation. Users should compare their needs for evaluation with these functions. Uses built into the forms that are superfluous to their evaluation are not included here.

Observation Time Required: States the time spent in observation required to complete the form. Not all forms require observation for completion. Where observation and form completion are normally accomplished at the same time, the timing for the combined task appears in this column followed by an asterisk (*), and no separate notation appears in the column headed "Form Completion Time." For forms that combine observation and form completion, and in addition require separate recording after the observation period, the additional time required is noted in the form completion time column, followed by an asterisk (*).

Form Completion Time: Indicates the estimated time required to complete each form. It is assumed that the observers are familiar with the forms and required judgments, and that day care personnel are familiar with the workings of their own agency.

Training Difficulty: Notes the relative investment of time and skilled personnel required to adequately train observers in the application of the various forms.

Coincidental Observation: Indicates which forms may be used coincidentally. If a full day of observation is required for each of two forms, but observation for both forms is normally accomplished at the same time, then the only additional time spent on the second form is that required for additional training and the time spent in its completion.

Invalid Without: Indicates which other forms must be included in the evaluation along with the form under discussion. The one exception to this statement is that Form 1 (for centers) or Form 18 (for homes) must be completed in all evaluations; they are therefore not repeated under every entry in this column.

Administration Must Precede: Indicates which forms must precede others in administration or completion according to this evaluation design.

Estimate of Importance: Indicates the importance of the information gathered by each form in the light of field experience.

The initiator of the evaluation must decide, based on familiarity with the evaluation system and his evaluation needs and resources, whether an entire evaluation is to be performed or whether an abbreviated version is more appropriate.

Scoring of data on a form-by-form basis (which is discussed in Chapter 5) allows for comparison between varying abbreviated evaluations.

It should be noted before undertaking evaluation with this *Manual* that it was designed primarily for, and pilot-tested on, preschool day care programs. It does not address the special requirements of infant care or programs for handicapped children. While providers of these special programs will find many of the forms to be quite useful, findings from these programs should not be pooled together with those from the type of program for which the *Manual* was primarily intended.

Training the Observers

Effective performance as an observer requires some background in child development or early education; formal or informal experience in observing groups of supervised children; and a thorough understanding of the logic and content of the materials to be used.

Training of observers should include: (1) solid background information on the purpose of the evaluation, its guiding orientations, and its rationale; (2) general principles of observing; and (3) specific instructions as to when and under what conditions each form is to be administered. The background and rationale for evaluation have been discussed in Chapter 1. The specifics of administration are described above and on the forms themselves. This section discusses the general principles to be followed in making observations.

Punctuality: Punctuality is required of the observer since some observations require the presence of the observer at the beginning of the day. Tardiness on the part of the interviewer might be interpreted by facility personnel as a sign of disrespect or lack of interest. If the observer is kept waiting, she should realize that service to children is the primary function of the facility and that personnel are often imposed upon for observation by college classes, individuals writing papers, etc. The observer should not show signs of annoyance at inconveniences caused her by the operation of the center.

Respect: Observers should have respect for the ongoing program and routines in the centers and homes, which should continue as normally as possible in their presence. They should bring all necessary materials with them, such as paper, pens, a watch, and their lunch if they are to observe through the noon hours. The observers should avoid having to ask the teacher or day care mother to stop and furnish supplies for them. Any discussion with a caretaker should be initiated only after she has disengaged herself from the children for other reasons.

Detachment: While observing, the observer should remain unobtrusive and as physically distant as possible. She should show absolutely no judgmental reactions to what is observed. The teacher should be officially notified beforehand that the observers are *not* there to help her or to play with the children. and that they have been instructed *not* to do so. The observers should not be rude to children who do approach them. They may make a brief comment or a remark to the effect that the writing they are doing is work they have to do alone; this usually suffices as an explanation for children. At no time, however, should the observers initiate conversations or play with the children: their aim is to have as little effect on the situation as possible. The process of measuring should have as little effect as possible on what is being measured. Satisfying this requirement proved to be more difficult in the day care homes than in the centers. The difficulty was compounded in the day care homes where the day care mother worked in another part of the house while the children were left where the observers had been situated by the day care mother.

Personal Appearance and Behavior: The appearance of the observers should convey respect for the caretakers in the centers and homes. Although dress must be practical for the observing situation (observers might spend part of the time outdoors, or sitting on the floor or in child-sized chairs) it should not be too casual. Denim clothing is likely to be considered too casual by some day care personnel. The relationship between the observer and the observed is a delicate one which the observer should try to maintain as neutral. In the particular situation where the interviewee or person being observed is older or obviously more experienced than the observer, a situation uncommon in human experience exists; that is, it appears that someone less qualified is placed in the judgmental role. Courteous signs of deference on the part of the observer will serve to ease the situation. At all times, but here in particular, the observer should attempt to convey that she is: (1) interested and (2) merely the recording device of the evaluation instruments.

Impartiality: Experiences during the pilot test indicated the importance of *not* prejudging a center staff member or day care mother on the basis of her behavior toward the observers or toward the group sponsoring the evaluation. The behavior of the teacher as directed toward the children is the prime interest. Although care has been taken to incorporate objectivity into the instruments, observers should be aware of a possible tendency to give a teacher they like a good rating, or to allow their personal opinions of what is "good" and "bad" teaching behavior to influence their observations.

Legibility: The observers should complete all forms with coding ease in mind, particularly when someone other than the observer is to summarize the findings. Handwriting must be legible, explanatory comments should be written in the designated space so that there is no confusion about which question they refer to, and all corrections or changes should be clear. An entry should be made for every item on the forms or an explanation as to why it was left blank. All forms should be properly identified as to the facility and persons observed, date of observation (and time, where applicable), and the contributing observer. When two persons conduct observations simultaneously, information identifying the facility, etc. as filled in by both observers should agree exactly. Each form should remain securely stapled intact, unless it is dismantled for a compelling purpose, in which case *each page* should have the identifying information repeated on it. The first pilot test required each interviewer to use ink of a different color for purposes of quick identification. This device functioned well, but would be impossible with large evaluation staff.

Following Directions: Observers should be aware that directions concerning the duration, conditions, or spacing in time of particular observations are devices for sampling the behavior observed. They serve to maintain the equitability of the evaluation process and the comparability of the items contained in the forms. These directions should be adhered to completely.

CHART II

EVALUATIVE FUNCTIONS AND ADMINISTRATION OF FORMS

Form Number and Title	Facility	Completed by	Major Evaluative Function	Minor Evaluative Function	Observation or Interview Time Required	Form Completion Time	Training Difficulty	Coincidental Observation	Invalid Without	Administration Must Precede	Importance
1. Identification	Center	Center director or assistant	Collects identifying information on the facility and its clientele and determines qualification of center for evaluation.	Collects data on the efficiency of enrollment practices.		10 minutes				All forms for centers	Very high
2. Administrative and Supporting Services Objectives	Center	Center director	Gathers standards for evaluation of all services and procedures (except direct program and interaction with children). Includes director's interpretation of formal policy; director's view of important objectives; and working objectives of center.	Functions as feedback from director on the practicability of objectives.		45 minutes			Form 6		High
3. Program Objectives	Center	Center director	Gathers standards for evaluation of services and procedures dealing with direct program and interaction with children.			50 minutes			Forms 15 and 16		High
4. Administrative and Supporting Services Objectives	Center	Central organization or supervising agency	Gathers standards for evaluation of all services and procedures (except direct program and interaction with children). Includes central organization's interpretation of formal policy for center, and their interpretation of working objectives of center.			30 minutes					High
5. Program Objectives	Center and Home	Central organization or supervising agency	Gathers standards for evaluation of all services and procedures dealing with direct program and interaction with children.			30 minutes					High
6. Administrative and Supporting Services Information (In-House Operating Manual)	Center	Center director or assistant	Gathers information on operation of all services: licensing; endorsement; use of consultants; use of operating manuals; organizational affiliation; recruitment and assignment procedures; training, supervision, personnel, and policy-making procedures; food service; location of pertinent records.	Functions as an in-house operating manual.		30-60 minutes					Very high
7. Staff Questionnaire	Center	Center teachers, aides, and some volunteers	Verifies same operating information as supplied by Form 6. Pinpoints sources of possible morale problems.	Tests familiarity of staff with selected operating procedures.		20 minutes			Form 6		Moderate

CHART II – *Continued*

Form Number and Title	Facility	Completed by	Major Evaluative Function	Minor Evaluative Function	Observation or Interview Time Required	Form Completion Time	Training Difficulty	Coincidental Observation	Invalid Without	Administration Must Precede	Importance
8. **Physical Situations to be Observed**	Center	Evaluator	Determines amount of time children spend indoors and outdoors throughout the year and where they play outdoors. Identifies which other physical observation forms should be completed.		10 minutes*		Easy			Forms 9, 10, 11, 12, 13, and 14	Moderate
9. **Organization and Use of Indoor Space**	Center	Evaluator	Determines how well indoor space, equipment, and displays are organized and if the teacher's use of space and equipment creates conflict.		Full day*	20 minutes*	Moderate	With all full-day observations, and specifically with Form 11	Form 8		Moderate
10. **Locale**	Center	Evaluator	Gathers information on the neighborhood in which the center is located.		10 minutes*		Easy		Form 8		Moderate
11. **Indoor Equipment, Supplies, and Activities Check List**	Center and Home	Evaluator	Scores equipment used by children indoors according to safety, accessibility, adequacy in numbers, workability, and whether used today.		Full day	30 minutes	Moderate	With all full-day observations (and specifically Form 25 for homes and Form 9 for centers)	Form 8 for centers; Form 24 for homes		Moderate
12. **Organization and Use of Outdoor Space**	Center	Evaluator	Determines how well outdoor play space and equipment are organized and whether any special problems are present.		15 minutes*		Moderate	With all full-day forms and specifically Form 14	Form 8		Moderate
13. **Organization and Use of Gymnasium or Gross-Motor Activity Area**	Center	Evaluator	Determines how well indoor gross motor activity play space and equipment are organized and whether any special problems are present.		15 minutes*		Moderate	With all full-day forms	Form 8		Moderate
14. **Outdoor Equipment, Supplies, and Activities Check List**	Center and Home	Evaluator	Scores equipment used by children outdoors according to safety, accessibility, adequacy in numbers, workability, and whether used today.		Full day	20-30 minutes	Moderate	With all full-day forms (and specifically Form 12 for centers)	Form 8 for centers and Form 24 for homes		Moderate
15. **Observation of Group Experiences**	Center and Home	Evaluator	Measures impact-laden group experiences.	Measures curriculum-type experiences.	Full day, including 2-½ hours of concentrated ob-	30-60 minutes	Moderate	With full-day observations and specifically			Very high

CHART II – *Continued*

Form Number and Title	Facility	Completed by	Major Evaluative Function	Minor Evaluative Function	Observation or Interview Time Required	Form Completion Time	Training Difficulty	Coincidential Observation	Invalid Without	Administration Must Precede	Importance
16. Observation of Individual Caretakers	Center and Home	Evaluator	Measures impact-laden experiences arising from behavior of individual caretakers.	Measures skill and creativity of individual caretaker in initiating cognitive development.	Full day, including 2-½ hours of concentrated observation	30-60 minutes	Difficult	With full-day observations and specifically Form 15			Very high
17. Observation of Routine Activities	Center	Evaluator	Measures routine activities and their probable influence on program and children.		Full day*	15-20 minutes*	Easy	All full-day observations			Very high
18. Identification	Home	Day care mother	Collects identifying information on the day care home and its clientele and determines qualification of home for evaluation.	Collects data on the efficiency of enrollment practices.		10 minutes				All forms for homes	Very high
19. Administrative and Supporting Service Objectives	Home	Supervising agency	Gathers standards for evaluation of all services and procedures (except direct program and interaction with children). Includes supervising agency's interpretation of formal policy; supervising agency's view of important objectives; and working objectives of home.	Functions as feedback from supervising agency on the practicability of objectives.		30 minutes			Form 22		High
20. Activity Inventory	Home	Evaluator (interviews day care mother)	Informs day care mothers of possible activities.		15 minutes*		Easy				Moderate
21. Licensing Questionnaire	Home	Evaluator (interviews day care mother)	Gathers information on licensing and supervision by outside agency.			5 minutes	Easy				High
22. Administrative and Supporting Services Information	Home	Supervising agency	Gathers information on operation of all services similar to those listed for Form 6, including the location of records.	Functions as an in-house operating manual.		30-45 minutes					Very high
23. Staff Questionnaire	Home	Evaluator (interviews day care mother)	Gathers information on the kinds of supervision offered by outside agency.			5-10 minutes	Easy		Form 22		Moderate

CHART I – *Continued*

Form Number Title	Facility	Completed by	Major Evaluative Function	Minor Evaluative Function	Observation or Interview Time Required	Form Completion Time	Training Difficulty	Coincidential Observation	Invalid Without	Adminis-tration Must Preceede	Importance
24. Physical Situations to be Observed	Home	Evaluator	Determines amount of time children spend indoors and outdoors throughout the year and where whey play outdoors. Identifies which other physical observation forms should be completed.		5-10 minutes*		Easy			Forms 11, 14, 25 and 26	Moderate
25. Use of Indoor Space	Home	Evaluator	Gathers information on the condition of rooms used by children.		10 minutes*		Easy	With all full-day observations	Form 24		Moderate
26. Locale	Home	Evaluator	Gathers information on the neighborhood in which the day care home is located.		5 minutes*		Easy		Form 24		Moderate
27. Observation of Routine Activities	Home	Evaluator	Measures routine activities and their probable influence on program and children.		Full day*	15 minutes*	Easy	All full-day observations			Very high

NOTE: Form 1 must be completed in all evaluations of centers. Forms 9, 11, 12, 13, 14, 15, 16, and 17 must be completed once for each group in the center. Form 18 must be completed in all evaluations of homes.

* Observation and form completion are carried out at the same time. Timing for the combined task appears in column headed "Observation or Interview Time Required." Some forms require separate recording in addition, as noted in column headed "Form Completion Time."

CHAPTER 5

Scoring, Summarizing, and Interpreting

This chapter provides the means for extracting reliable information from the completed evaluation forms.

Levels of Evidence

The validity of a finding from any evaluation or investigation rests on three factors:

1. The degree to which selected evidence is crucial to or definitive of the issue under investigation;
2. The number of corroborating pieces of evidence and the number of cross-checks between them; and
3. The degree to which the source of evidence is disinterested and objective.

These three factors, together with information concerning the importance of objectives in providing day care, guided the selection and organization of the forms to make efficient use of evaluation time. The same factors guided the design of the scoring system to make the most efficient use of the scorer's time.

The result is a system that produces evaluation findings based on five levels of evidence:

Level I – The staff's claim or implication that a service is provided knowing that records of verification may be examined.

Level II – Analysis of the staff's report of service delivery details.

Level III – Verification of delivery by analysis or inspection of related facility records.

Level IV – Corroboration by analysis of details reported by other facility or evaluation sources.

Level V – Analysis of observation by independent evaluation staff.

To illustrate, the attainment of an objective to provide a balanced food program could be measured by:

1. The claim by the director that a balanced food program is followed and her willingness to state the location of verifying records of menus, etc. (Level I)
2. Analysis of typical meals and snacks (reported by the director on evaluation forms) according to accepted nutrition standards. (Level II)
3. Analysis of menu files according to nutrition standards. (Level III)
4. Cross-check analysis of typical meals and snacks reported by staff *other than director* or her assistant. (Level IV)
5. Analysis of observer's report of what children were served and how conducive the service was to the children's consuming all they might require, etc. (Level V)

The certainty or validity of the findings increases as the level of evidence increases. There is also a positive relationship between the combined evaluation of scoring time required and the level of evidence used.

This evaluation system is designed so that:

1. Most of the objectives for day care can be evaluated based on several types or levels of evidence.
2. The evaluation of objectives measured with a single type of evidence tends to use the most reliable level of evidence.
3. The more central to day care an objective is, and the more direct its impact on children is likely to be, the more likely it is that the objective is evaluated using multiple and more reliable types of evidence.

Final Choices for Evaluator

Many of the prerogatives of choice and flexibility offered to the primary evaluator are exercised in the choices of evaluation forms administered. Two specific areas related to scoring and summarizing offer the evaluating agent an opportunity to tailor the evaluating process to his needs and resources: the choice of what sets of objectives are to act as standards for evaluation, and the choice of which, if any, of the administrative and supporting services objectives are to be verified by inspection of facility records.

Choice of Objectives to be Evaluated

The following summarizes the procedures and decisions required to establish the objectives of choice to be evaluated. For the guidance of raters, decisions reached should be recorded on Summary Sheets K and M.

Selection of Administrative and Supporting Services Objectives to be Evaluated for Center Care

If these services are to be evaluated for center care, the goals of the program must be translated into the objectives provided by the *Manual.* The *Manual's* objectives to be evaluated can be determined by:

A. The responses of the center director (provided Form 2 is completed);

B. The responses of the central organization supervising the center (provided Form 4 is completed); or

C. All center administrative and supporting services objectives for centers listed in the *Manual.*

If objectives are determined by the center's director or the central organization, choose whether the *formal policy* or the *working objectives* of the center as translated into the *Manual's* objectives by the respondents (center director or central organization personnel) are to serve as standards for evaluation.

Selection of Program Objectives to Be Evaluated for Center Care

If direct program services are to be evaluated for center care, the objectives and emphasis of the program must be translated into a ranking of the objectives provided by the *Manual.* The ranking of the *Manual's* objectives by importance to the emphasis of the program intended can be determined by:

A. The responses of the center director (provided Form 3 has been completed);

B. The responses of the central organization supervising the center (provided Form 5 has been completed for centers); or

C. The assumption that the *Manual's* objectives are of equal importance.

If the ranking of the objectives by importance to the emphasis of the intended program is determined by the center director or central organization, choose whether the *formal policy* or the *working objectives* for the program should set the standards for evaluation.

Selection of Administrative and Supporting Services Objectives to Be Evaluated for Home Care

If administrative and supporting services are to be evaluated for home care, the objectives of the program must be translated into the objectives provided by the *Manual.* The *Manual's* objectives to be evaluated can be determined by:

A. The response of the agency supervising the home (provided Form 19 is completed); or

B. All day care home administrative and supporting services objectives listed in the *Manual.*

If objectives are to be determined by the supervising agency, choose whether the *formal policy* or the *working objectives* for home care as interpreted into the *Manual's* objectives by the respondent are to serve as standards for evaluation.

Selection of Program Objectives to Be Evaluated for Home Care

If direct program and services are to be evaluated for home care, the objectives and emphasis of the program must be translated into a ranking of the objectives provided by the *Manual.* The ranking of the *Manual's* objectives by importance to the emphases of the intended program can be determined by:

A. The response of the agency supervising the home (provided Form 5 has been completed for day care homes); or

B. The assumption that the *Manual's* objectives are of equal importance.

If the ranking of the objectives by importance to the emphasis of the intended program is to be determined by the agency supervising the home, choose whether the *formal policy* or *working objectives* for the home is to set the standards for the evaluation.

Choice of Administrative and Supporting Services Objectives to be Verified by Inspection of Records

Thorough investigation of a number of the objectives in this category may invest evaluation efforts disproportionate to the relevance of individual objectives or transgress the limits of the facility and its staff in inquiry. Fortunately these objectives are the ones that most require the keeping of records for their adequate performance. The locations of records for verification are provided for those who wish to bolster the evaluation of these objectives with a verification of records. Your decision is likely to be based on the extent to which the objectives are evaluated as well as on their importance to you. Chart III displays the objectives and the levels of evidence upon which their evaluation is possible using the *Manual,* by forms needed. Record your choice on Summary Sheets K and M. It is suggested that your raters be instructed to rate the veracity of records on scores from zero to 5.

Guides and Restrictions for Manipulating Data

One of the options offered by the *Manual* is evaluation on an individual and group data basis. Evaluation on an individual basis uses the information gathered from a solitary facility; evaluation on a group data basis uses comparable data collected from numbers of facilities. The first approach leads to findings on the nature and quality of the service provided in rather absolute terms. The second approach enables (1) evaluation in relative terms of how one facility stacks up against other similar facilities, and (2) the investigation of issues needed for policy decisions by equitable comparisons between the quality or type of service offered by programs that vary by particular factors. For example,

1. Does care in a day care home tend to offer more affection to children than care in a center?
2. Are programs related to large central organizations better able than independent facilities to deliver supportive services?

3. Do proprietary and nonprofit programs differ in terms of the nutrition they provide and in expressed attitudes towards parents?

4. Do caretakers who are particularly skilled in cognitive enrichment tend to address children in a group or as individuals?

To adjust for the differences in data generated by facilities exercising their options of choice, the following guides must be followed in dealing with the data in groups. For example, one would certainly not want to conclude that Center A was doing a fine job on nutrition in comparison to Center B if in actuality Center A scored the highest possible score on a Level I measure and Center B scored from an average to high score on scores using several more convincing levels of evidence.

The evaluation data should be scored, summarized, and manipulated on a goal-by-goal basis, maintaining separation between sources and levels of evidence. Do not combine or compare composite scores based on different sources or levels of evidence unless you can statistically control for the differences or unless it can be assured that all members of a data pool will have been subjected to the administration of identical procedures.

This *Manual* was designed for and pilot-tested in day care facilities primarily serving non-handicapped children from three through five years of age. Some special services that would be required for school-age, infant, or handicapped children have not been included. This *Manual* could be employed in the absence of evaluation tools for special programs (or in combination with specialized ones of limited scope). However, scores derived from the evaluation of special programs should not be combined or compared as equivalents with those derived from evaluation of the types of facilities for which the *Manual* was designed. (In analyzing and interpreting findings from special programs it should also be borne in mind that program features that appear to be lacking or weak or may have been replaced by specialized program features not evaluated by this *Manual.)*

To determine the need for or likelihood of special programs, observe the following:

Determination of membership in a special group should be by entire program or by child groupings in the facility. If one-third or more of the groups in a facility qualify as special groups, then consider the data from forms concerning the operation of the entire facility as special.

If particular groups of children in the center qualify as special groups according to the following criteria, then consider the data from forms based on observation of group activities and environments as special.[8]

A group is special in terms of *age* if:

1. More than one-third of the children are under the age of three;

2. More than three children are under the age of two years, six months;

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[8] Criteria in absolute numbers assume a group of fifteen or more. If the group's size is less, adjust number limits downward accordingly.

3. More than two children are under the age of two; or
4. More than two children are six years or older.

A group is special by *handicaps* if:

1. Any children are considered to have *serious* emotional, physical, hearing, or mental handicaps requiring specialized care;
2. More than one-third of the children are considered to have *mild* emotional, physical, hearing or mental handicaps requiring special consideration with or without auxiliary outside help;
3. More than one-third of the children are considered to have *serious* speech or perceptual handicaps; or
4. The group was organized to cluster handicapped children from within the facility.

Information to determine the eligibility of groups as nonspecial should be provided in Summary Sheets A and C.

The group data basis of handling the evaluation materials leaves great freedom for the evaluator or investigator, but it relies on strict adherence to the guides and restrictions given both while summarizing data from individual facilities and later while utilizing such data in comparative work.

Following are step-by-step directions on how to summarize and score an individual facility. They incorporate the restrictions and guides to maintaining the data in the proper categories for valid comparisons of group data.

To safeguard the legitimacy of findings based on this evaluation, both the directions and conditions for administering the forms and the directions for scoring and summarizing must be followed.

Scoring for Indivdual Facility

The directions to follow cover the evaluation process in logical order for a single facility. The directions are specific and include summary sheets to be used in the scoring and summarization. The forms required for the completion of each job of summarization or scoring will be noted on the appropriate summary sheet along with the major purpose of that summary sheet. The headings of each summary sheet indicate the materials needed for completion. Wherever a summary sheet requires a mixture of available and unavailable materials, complete as much as possible of the summary sheet with available materials unless otherwise instructed. The summary sheets are marked to indicate whether they are appropriate for the summarization of data from centers or day care homes, or both. The individual summary sheets contain specific directions and any tabulation or worksheets required for their completion.

Complete the summary sheets using the forms indicated.

Identification:

To provide condensation of information that will facilitate identification, licensing supervision, and group data comparisons:

Summary Sheet	*Forms*
A (Centers)	1, 3, 6, 8, 10
B (Centers	6
C (Homes)	18, 21, 24, 26
D (Homes)	21

Objectives:

To establish (1) standards for evaluation by objective, and (2) channels for the feedback of on-site supervisory personnel:

Summary Sheet	*Forms*
E (Centers)	2
F (Centers)	2
G (Centers and Homes)	3 or 5
H (Centers)	3
I (Centers)	4
J (Homes)	19

Evaluation of Administrative and Supporting Services and Staff Morale:

To summarize (1) the evaluation of attainment of selected administrative and supporting services objectives by evidence level and source, and (2) pinpointing likely sources of problems in staff morale:

Summary Sheet	*Forms*
K (Centers)	1, 6, 7, 17
L (Centers)	7
M (Homes)	18, 21, 22, 23, 27
N (Homes)	23

Evaluation of Direct Program Objectives:

To summarize the evaluation of attainment of program objectives by source of evidence:

Summary Sheet	*Forms*
O (Centers)	8, 9, 11, 12, 13, 14, 15, 16
P (Homes)	11, 14, 15, 16, 24, 25

Situations for Alert:

To pinpoint areas for investigation which *might* indicate serious problems, unrelated to the selected standards for evaluation:

Summary Sheet	*Forms*
Q (Centers)	17 and Summary Sheet 0, Worksheets 0-1 and 0-4
R (Homes)	11, 14, 24, 25, 27, and Summary Sheet P, Worksheets P-1 and P-2

Using Evaluative Data

The summary sheets present the evaluation in the form most convenient for interpreting findings on a single facility and most convenient for use in a comparative evaluation or policy study. They are suggested as a first step in interpreting and inspecting the findings on the individual facility. It is further suggested that comparisons be drawn between (1) the opinions regarding objectives given by supervisory personnel at different levels and (2) priority ratings on program objectives with their actual outcome scores.

The process of summarizing selects data by its importance to the *Manual* objectives, and reduces information in these selected areas. As in all summaries, information is not reflected that is vital to special in-depth purposes. It is therefore suggested that (especially in isolated evaluations of individual facilities and in attempts to set up comparative studies bearing on policy decisions) the summary sheets and the total of completed evaluation forms be utilized for points of departure for focused discussion and planning.

Summary (scoring) sheets are available upon request from the project agency in addition to packaged forms for multiple use.

CHART III
LEVELS OF EVIDENCE FOR ADMINISTRATIVE OBJECTIVES BY FORMS

	FORM 6			FORM 7		FORM 17
Center Administrative Goals	Level I	Level II	Level III	Level II	Level IV	Level V
1. Standardized bookkeeping	X		X			
2. Financial report	X		X			
3. Audits			X			
4. Equal employment opportunity				X		
5. Advisory board of parents	X	X	X			
6. Advisory board of specialists	X	X	X			
7. Hire by specifications	X		X			
8. Hire theoretically suited staff			X			
9. Quotas of staff		X	X			
10. Grievance procedure	X	X			X	
11. Career development	X				X	
12. Quotas of children	X	X	X			
13. Volunteer help	X	X	X		X	
14. Donated goods and services	X	X	X		X	
15. Volunteers in categories	X	X	X			
16. Volunteers in in-kind amounts			X			
17. Volunteers assigned by interest			X		X	
18. Volunteers assigned by skills			X			
19. Child records		X	X			
20. Employee records		X	X			
21. Group records	X		X			
22. Volunteer records		X	X			
23. Job descriptions			X		X	

	FORM 6			FORM 7		FORM 17
Center Administrative Goals	Level I	Level II	Level III	Level II	Level IV	Level V
24. Informal parent conferences		X				
25. Scheduled parent conferences	X		X			
26. Staffings	X	X	X		X	
27. Staff in-service training	X	X	X		X	
28. Volunteer in-service training	X	X	X		X	
29. Outside staff training	X	X	X		X	
30. Parent meetings	X	X	X			
31. Staff evaluations	X	X	X		X	
32. Volunteer evaluations		X	X		X	
33. Informal psychological screening	X		X		X	
34. Help for psychological problems	X		X		X	
35. Psychological referrals	X		X		X	
36. Formal learning disability screening	X		X			
37. Informal learning disability screening	X		X			
38. Help for learning disabilities			X			
39. Learning disability referrals	X		X			
40. Social services	X		X		X	
41. Social services referrals	X		X		X	
42. Formal speech screening			X			
43. Informal speech screening			X			
44. Speech therapy	X		X			
45. Dental screening			X			
46. Dental referrals	X		X			
47. Formal vision screening			X			
48. Vision referrals			X			

Center Administrative Goals	FORM 6			FORM 7		FORM 17
	Level I	Level II	Level III	Level II	Level IV	Level V
49. Physical health screening	X		X		X	
50. Physical health referrals	X		X		X	
51. Hearing screening	X		X		X	
52. Hearing referrals	X		X			
53. Nutritious food		X	X		X	X
54. Percentage of required nourishment		X	X			X
55. Group by age		X	X			
56. Cross-age contacts			X			
57. Temporary self-isolation						
58. Good health habits						X

Homes Administrative Goals	FORM 21	FORM 22				FORM 23		FORM 27
	Level IV	Level I	Level II	Level III	Level IV	Level II	Level IV	Level V
1. Hire by specifications		X		X				
2. Grievance procedures						X		
3. Career development		X		X			X	
4. Volunteer help		X	X	X	X			
5. Donated goods and services		X		X				
6. Assign volunteers by interest				X				
7. Assign volunteers by skills				X				
8. Child records			X	X				
9. Day care mother records			X	X				
10. Full job descriptions								
11. Day care mother meetings			X	X			X	
12. Day care mother training	X	X	X	X			X	

	FORM 21	FORM 22				FORM 23		FORM 27
Homes Administrative Goals	Level IV	Level I	Level II	Level III	Level IV	Level II	Level IV	Level V
13. Parent meetings		X	X	X				
14. Day care mother evaluation		X	X	X			X	
15. Physical health screening		X		X				
16. Physical health referrals		X		X			X	
17. Other informal health screening		X		X			X	
18. Other formal health screening		X		X				
19. Other health referrals		X		X			X	
20. Social services		X		X			X	
21. Social service referrals		X		X			X	
22. Nutritious food		X	X	X			X	X
23. Percentage of required nourishment			X	X				X
24. Provide play equipment		X		X			X	
25. Inform on household items for play			X					
26. Financial aid for improvement							X	
27. Substitute caretakers			X				X	
28. Group by age			X					
29. Cross-age contacts			X					
30. Good health habits								X

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FORM 1—Identification **CENTERS**

Name of Center ______________________________

Address ______________________________
(Street) (City) (Zip Code)

Phone ______________ Director ______________

Name and title of person completing this form, *if other than director:*

____
(Name) (Title)

DIRECTIONS: If records on the specific information asked for are housed outside the center, please indicate where they can be found. *Circle all answers that are estimated figures.*

1. Is your center new, has its capacity recently changed, or is there some other reason why you consider the present enrollment or operation to be atypical?

   ☐ Yes ☐ No

   a) If yes, explain: ______________________________

   ____

   ____

2. **Capacity:** Indicate your center's licensed capacity (the limit on number of children who can legally occupy the day care area of your premises at any given time). ______________

3. **Enrollment:** Give your center's enrollment breakdown as follows. Classify individual children into one category only. (Enrollment and total attendance figures could exceed capacity because of overenrollment for efficiency based on attendance projections, possible half-day participants, etc.) Categories (a) through (g) should equal total enrollment.

   Total enrollment ______________

a)	Full-time day care enrollees (children registered for 6 or more hours per day, 5 days per week)	______
b)	After-school enrollees (children registered on a regular after-school basis, 2 to 5 days per week)	______
c)	Part-time day care enrollees (children registered for more than 3 but less than 6 hours every day or full-time fewer than 5 days per week)	______
d)	Half-day or nursery school enrollees (children registered for 3 or fewer hours per day, 3 to 5 days per week)	______
e)	Drop-off enrollees (children registered for irregular attendance for parental convenience)	______
f)	Evening enrollees (children registered 5 evenings per week)	______
g)	Other (specify) ______________________________	______
	______________________________	______

4. **Attendance:** Supply the number of *full-time day care* children actually in attendance today. (If this is an unusual day like a holiday or the day before a holiday weekend, then please use the number from the last normal day of operation.) ______________

5. How many separate groups of children are there in your center?____________

6. For each group that has *full- time* or *part-time day care* children regularly in attendance, state whether the group convenes in the morning or afternoon or stays together all day; the names and titles of all staff assigned; and the number of children in the categories listed.

a) Identify group ____

☐ A.M. ☐ P.M. ☐ All day Staff ______________________________

____

____

Number of children, by age: Under 2_____ 2 to 2½_____ 2½ to 3_____ 3_____

4_____ 5_____ 6 & over_____

Number of *seriously* handicapped children *requiring specialized care*		Number of *mildly* handicapped children *needing consideration* from staff with or without outside treatment	
Emotionally _____	Speech _____	Emotionally _____	Speech _____
Physically _____	Hearing _____	Physically _____	Hearing _____
Perceptually _____	Mentally _____	Perceptually _____	Mentally _____

b) Identify group ____

☐ A.M. ☐ P.M. ☐ All day Staff ______________________________

____

____

Number of children, by age: Under 2_____ 2 to 2½_____ 2 ½ to 3_____ 3_____

4_____ 5_____ 6 & over_____

Number of *seriously* handicapped children *requiring specialized care*		Number of *mildly* handicapped children *needing consideration* from staff with or without outside treatment	
Emotionally _____	Speech _____	Emotionally _____	Speech _____
Physically _____	Hearing _____	Physically _____	Hearing _____
Perceptually _____	Mentally _____	Perceptually _____	Mentally _____

c) Identify group ____

☐ A.M. ☐ P.M. ☐ All day Staff ______________________________

____

____

Number of children, by age: Under 2_____ 2 to 2½_____ 2½ to 3_____ 3_____

4_____ 5_____ 6 & over_____

Number of *seriously* handicapped children *requiring specialized care*		Number of *mildly* handicapped children *needing consideration* from staff with or without outside treatment	
Emotionally _____	Speech _____	Emotionally _____	Speech _____
Physically _____	Hearing _____	Physically _____	Hearing _____
Perceptually _____	Mentally _____	Perceptually _____	Mentally _____

d) Identify group ______________________________

☐ A.M. ☐ P.M. ☐ All day Staff ______________________________

____

____

Number of children, by age: Under 2 _____ 2 to 2½_____ 2½ to 3_____ 3 _____

4_____5_____6 & over _____

Number of *seriously* handicapped children *requiring specialized care*		Number of *mildly* handicapped children *needing consideration* from staff with or without outside treatment	
Emotionally _____	Speech _____	Emotionally _____	Speech _____
Physically _____	Hearing _____	Physically _____	Hearing _____
Perceptually _____	Mentally _____	Perceptually _____	Mentally _____

e) Identify group ______________________________

☐ A.M. ☐ P.M. ☐ All day Staff ______________________________

____

____

Number of children, by age: Under 2_____ 2 to 2½_____ 2½ to 3_____ 3 _____

4 _____ 5 _____ 6 & over _____

Number of *seriously* handicapped children *requiring specialized care*		Number of *mildly* handicapped children *needing consideration* from staff with or without outside treatment	
Emotionally _____	Speech _____	Emotionally _____	Speech _____
Physically _____	Hearing _____	Physically _____	Hearing _____
Perceptually _____	Mentally _____	Perceptually _____	Mentally _____

f) Identify group ____________________

☐ A.M. ☐ P.M. ☐ All day Staff ____________________

____

____

Number of children, by age: Under 2 _____ 2 to 2½ _____ 2½ to 3 _____ 3 _____

4 _____ 5 _____ 6 & over _____

Number of *seriously* handicapped children *requiring specialized* [illegible]		Number of *mildly* handicapped children *needing consideration* from staff with or without outside treatment	
Emotionally _____	Speech _____	Emotionally _____	Speech _____
Physically _____	Hearing _____	Physically _____	Hearing _____
Perceptually _____	Mentally _____	Perceptually _____	Mentally _____

g) Identify group ____________________

☐ A.M. ☐ P.M. ☐ All day Staff ____________________

____

____

Number of children, by age: Under 2 _____ 2 to 2½ _____ 2½ to 3 _____ 3 _____

4 _____ 5 _____ 6 & over _____

Number of *seriously* handicapped children *requiring specialized care*		Number of *mildly* handicapped children *needing consideration* from staff with or without outside treatment	
Emotionally _____	Speech _____	Emotionally _____	Speech _____
Physically _____	Hearing _____	Physically _____	Hearing _____
Perceptually _____	Mentally _____	Perceptually _____	Mentally _____

h) Identify group ____________________

☐ A.M. ☐ P.M. ☐ All day Staff ____________________

____

____

Number of children, by age: Under 2 _____ 2 to 2½ _____ 2½ to 3 _____ 3 _____

4 _____ 5 _____ 6 & over _____

Number of *seriously* handicapped children *requiring specialized care*		Number of *mildly* handicapped children *needing consideration* from staff with or without outside treatment	
Emotionally _____	Speech _____	Emotionally _____	Speech _____
Physically _____	Hearing _____	Physically _____	Hearing _____
Perceptually _____	Mentally _____	Perceptually _____	Mentally _____

i) Identify group ______________________________

☐ A.M. ☐ P.M. ☐ All day Staff ______________________________

____

____

Number of children, by age: Under 2_____ 2 to 2½_____ 2½ to 3_____ 3_____

4 _____ 5 _____ 6 & over _____.

Number of *seriously* handicapped children *requiring specialized care*		Number of *mildly* handicapped children *needing consideration* from staff with or without outside treatment	
Emotionally _____	Speech _____	Emotionally _____	Speech _____
Physically _____	Hearing _____	Physically _____	Hearing _____
Perceptually _____	Mentally _____	Perceptually _____	Mentally _____

7. If any children are in more than one group, explain:

____

____

____

8. If any groups are together for parts of the day, explain:

____

____

____

9. If there is a separate nursery school, are day care children separated from them for all or part of the day? ☐ Yes (specify) ______________________________
☐ No

10. Do the children who are receiving scholarships or grants-in-aid constitute a separate group in the center? ☐ Yes ☐ No

11. When does the first child arrive? ______________________ ☐ A.M. ☐ P.M.

12. When does the last child leave? ______________________ ☐ A.M. ☐ P.M.

FORM 2—Administrative and Supporting Services Objectives

CENTERS

(Center completes form)

Center ______________________ Address ______________________

Completed by ______________________ Date ______________________

DIRECTIONS: Please read the directions before completing form. Complete each objective before going on to the next one.

Status as a Requirement: Under "Status as a Requirement," choose one of the following:

1. *Required by formal policy* — This objective is included in the contract, funding requirements, or formal policy statement (not open to alteration by an individual director) under which the center operates.
2. *Not required by formal policy* — This objective is *not* required by the contract, funding agency, or formal policy statement under which the center operates.
3. *More generally stated in policy* — This objective is a part of a more general statement of objectives given in the contract or formal policy.

Personal Opinion: Under "Personal Opinion," choose one of the following:

1. *Felt to be important* — You personally feel that this is an important objective for day care centers in general.
2. *Important, but in another type of center* — You personally feel that this objective, though important, is more suited to centers of a size, orientation, or affiliation different from your center's.
3. *Felt not to be important* — You personally feel the objective is not an important one.

Status as Working Objective: Under "Status as Working Objective," choose one of the following:

1. *Working objective* — This goal is a working objective of the center. ("Working objective" refers to objectives whose actual ongoing accomplishment dictates staff activities. They are those things about which a director could say "Yes, we do work to accomplish this end.")
2. *Done for special need or when accessible* — This objective is sought only in individual cases of very obvious need or when the opportunity for accomplishment is very readily available. The implication being that although the center has not undertaken an obligation to perform the service, it might be performed in special cases or in special circumstances of availability.
3. *Not working objective* — This goal is not a working objective of the center.

Explanation of Responses in Parentheses: Under "Explanation of Responses in Parentheses" provide further explanation of each objective where choice is checked within parentheses.

1. *Not top priority* – Because this objective is not as important as other things you have set about to do, it is not top priority at this time in your operation. (This choice could apply to directives included in contracts, which are being postponed at present in favor of more important objectives.)
2. *Inadequate center staff* – Because center staff is currently inadequate in numbers or skills.
3. *Inadequate staff participation*
4. *Inadequate funds or equipment*
5. *Inadequate space*
6. *Inadequate parent participation*
7. *Inadequate volunteer help* – Because volunteer help is inadequate in qualifications, numbers, participation, or coordination.
8. *Not appropriate to needs of center's children*
9. *Not appropriate to readiness of center's children*
10. *Inadequate coordination within center* – Because of inadequate coordination of skills, time, or resources within the center.
11. *Inadequate coordination between center and helping agency* – Because of inadequate coordination between center and a supervising, funding, or helping agency.
12. *Inadequate coordination or number of service resources in community*
13. *Function served by another objective* – The basic function of this objective is considered to be served by a different but related objective.

1. **OBJECTIVE:** Use standard bookkeeping procedures.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(____)2. Important, but in another type of center
(____)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(____)2. Done for special need or when accessible
(____)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

2. **OBJECTIVE:** Have available a standardized financial report of income and expenses.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(____)2. Important, but in another type of center
(____)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(____)2. Done for special need or when accessible
(____)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

3. **OBJECTIVE:** Have periodic audits of operating funds.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(____)2. Important, but in another type of center
(____)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(____)2. Done for special need or when accessible
(____)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

4. **OBJECTIVE:** Meet Equal Employment Opportunity guidelines.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(____)2. Important, but in another type of center
(____)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(____)2. Done for special need or when accessible
(____)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

5. **OBJECTIVE:** Have an advisory board for center operation made up mostly of center parents and neighborhood residents.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(___)2. Important, but in another type of center
(___)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(___)2. Done for special need or when accessible
(___)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

6. **OBJECTIVE:** Have an advisory board for center operation made up mostly of specialists and prominent members of the larger community.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(___)2. Important, but in another type of center
(___)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(___)2. Done for special need or when accessible
(___)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

7. **OBJECTIVE:** Recruit and hire staff who meet specified qualifications.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(____)2. Important, but in another type of center
(____)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(____)2. Done for special need or when accessible
(____)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

8. **OBJECTIVE:** Hire staff with the center's particular commitment to child development in mind.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(____)2. Important, but in another type of center
(____)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(____)2. Done for special need or when accessible
(____)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

9. **OBJECTIVE:** Recruit and hire staff in quotas or give preference based on residence, race, or other specified categories.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(____)2. Important, but in another type of center
(____)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(____)2. Done for special need or when accessible
(____)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

10. **OBJECTIVE:** Set up a grievance procedure for staff use.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(____)2. Important, but in another type of center
(____)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(____)2. Done for special need or when accessible
(____)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

11. **OBJECTIVE:** Provide career development opportunity for staff by encouragement and by making various routes to promotion possibilities well known.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(____)2. Important, but in another type of center
(____)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(____)2. Done for special need or when accessible
(____)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

12. **OBJECTIVE:** Recruit and enroll quotas of children or give preference based on income level, race, ethnicity, or community residence.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(____)2. Important, but in another type of center
(____)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(____)2. Done for special need or when accessible
(____)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

13. **OBJECTIVE:** Seek volunteer help.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)
____ 1. Felt to be important
(____)2. Important, but in another type of center
(____)3. Felt not to be important

Status as Working Objective (check one)
____ 1. Working objective
(____)2. Done for special need or when accessible
(____)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)
____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

14. **OBJECTIVE:** Seek donated goods and services.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)
____ 1. Felt to be important
(____)2. Important, but in another type of center
(____)3. Felt not to be important

Status as Working Objective (check one)
____ 1. Working objective
(____)2. Done for special need or when accessible
(____)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)
____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

15. **OBJECTIVE:** Recruit volunteers in specified categories, for example, parents or community members.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(___)2. Important, but in another type of center
(___)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(___)2. Done for special need or when accessible
(___)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

16. **OBJECTIVE:** Recruit volunteer services in specified in-kind value amounts. (This objective implies that some centers must acquire volunteer services that would be worth specified amounts if the volunteers were paid for their services.)

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(___)2. Important, but in another type of center
(___)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(___)2. Done for special need or when accessible
(___)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

17. **OBJECTIVE:** Assign volunteers according to their interests and needs.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(____)2. Important, but in another type of center
(____)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(____)2. Done for special need or when accessible
(____)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

18. **OBJECTIVE:** Assign volunteers according to their evaluated skills and the center's particular approach to child development.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(____)2. Important, but in another type of center
(____)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(____)2. Done for special need or when accessible
(____)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

19. **OBJECTIVE:** Keep up-to-date records in the center on each child containing all pertinent data.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(___)2. Important, but in another type of center
(___)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(___)2. Done for special need or when accessible
(___)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

20. **OBJECTIVE:** Keep up-to-date records in the center on each employee containing all pertinent data.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(___)2. Important, but in another type of center
(___)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(___)2. Done for special need or when accessible
(___)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

21. **OBJECTIVE:** Keep records pertinent to classroom or group activities such as "lesson plans."

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(___)2. Important, but in another type of center
(___)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(___)2. Done for special need or when accessible
(___)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

22. **OBJECTIVE:** Keep detailed records on volunteers to make the most of the volunteers' usefulness to the program and the program's usefulness in developing the volunteers.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(___)2. Important, but in another type of center
(___)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(___)2. Done for special need or when accessible
(___)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

23. **OBJECTIVE:** Keep full current job descriptions and assignments available to staff and volunteers.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(___)2. Important, but in another type of center
(___)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(___)2. Done for special need or when accessible
(___)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

24. **OBJECTIVE:** Maintain informal contact with at least one parent of each child to share current information on developments and problems.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(___)2. Important, but in another type of center
(___)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(___)2. Done for special need or when accessible
(___)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

25. **OBJECTIVE:** Have a regular schedule of parent conferences or visits to share current information on developments and problems.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(___)2. Important, but in another type of center
(___)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(___)2. Done for special need or when accessible
(___)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

26. **OBJECTIVE:** Have regularly scheduled staffings in which all staff (or the majority) in contact with particular children contribute to the group's knowledge of developments pertaining to them. These staffings might be a regular feature of staff meetings including other topics.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(___)2. Important, but in another type of center
(___)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(___)2. Done for special need or when accessible
(___)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

27. **OBJECTIVE:** Provide in-service training for staff.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)
____ 1. Felt to be important
(___)2. Important, but in another type of center
(___)3. Felt not to be important

Status as Working Objective (check one)
____ 1. Working objective
(___)2. Done for special need or when accessible
(___)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)
____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

28. **OBJECTIVE:** Provide in-service training for volunteers.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)
____ 1. Felt to be important
(___)2. Important, but in another type of center
(___)3. Felt not to be important

Status as Working Objective (check one)
____ 1. Working objective
(___)2. Done for special need or when accessible
(___)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)
____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

29. **OBJECTIVE:** Encourage relevant outside training for staff who have regular contact with children.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(____)2. Important, but in another type of center
(____)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(____)2. Done for special need or when accessible
(____)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

30. **OBJECTIVE:** Have periodic parent meetings on a broad variety of topics.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(____)2. Important, but in another type of center
(____)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(____)2. Done for special need or when accessible
(____)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

31. **OBJECTIVE:** Evaluate each staff member in writing.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)
____ 1. Felt to be important
(___)2. Important, but in another type of center
(___)3. Felt not to be important

Status as Working Objective (check one)
____ 1. Working objective
(___)2. Done for special need or when accessible
(___)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)
____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

32. **OBJECTIVE:** Provide formal or informal evaluative feedback to volunteers regularly.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)
____ 1. Felt to be important
(___)2. Important, but in another type of center
(___)3. Felt not to be important

Status as Working Objective (check one)
____ 1. Working objective
(___)2. Done for special need or when accessible
(___)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)
____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

33. **OBJECTIVE:** Encourage informal screening of children for psychological problems by center staff in contact with children.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(____)2. Important, but in another type of center
(____)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(____)2. Done for special need or when accessible
(____)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

34. **OBJECTIVE:** Provide in-center counseling or staff consultations with professionals for psychological problems identified in particular children.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(____)2. Important, but in another type of center
(____)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(____)2. Done for special need or when accessible
(____)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

35. **OBJECTIVE:** Provide followed-up referrals for identified psychological problems. ("Followed-up referral" implies a total procedure of initial and subsequent contacts as deemed appropriate.)

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(___)2. Important, but in another type of center
(___)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(___)2. Done for special need or when accessible
(___)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

36. **OBJECTIVE:** Provide *formal* screening for learning disabilities.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(___)2. Important, but in another type of center
(___)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(___)2. Done for special need or when accessible
(___)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

37. **OBJECTIVE:** Provide *informal* screening for learning disabilities.

Status as a **Requirement** (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(____)2. Important, but in another type of center
(____)3. Felt not to be important

Status as **Working Objective** (check one)

____ 1. Working objective
(____)2. Done for special need or when accessible
(____)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

38. **OBJECTIVE:** Provide individualized help at the center for identified learning problems by trained center staff or consultation provided to center staff.

Status as a **Requirement** (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(____)2. Important, but in another type of center
(____)3. Felt not to be important

Status as **Working Objective** (check one)

____ 1. Working objective
(____)2. Done for special need or when accessible
(____)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

39. **OBJECTIVE:** Provide followed-up referral for specialized help with learning problems.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(____)2. Important, but in another type of center
(____)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(____)2. Done for special need or when accessible
(____)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

40. **OBJECTIVE:** Provide social services for the families of children in day care.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(____)2. Important, but in another type of center
(____)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(____)2. Done for special need or when accessible
(____)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

41. **OBJECTIVE:** Provide followed-up referral for social services for the families of children in day care.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(____)2. Important, but in another type of center
(____)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(____)2. Done for special need or when accessible
(____)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

42. **OBJECTIVE:** Provide *formal* screening for speech defects either by center staff or outside experts.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(____)2. Important, but in another type of center
(____)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(____)2. Done for special need or when accessible
(____)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

43. **OBJECTIVE:** Provide *informal* screening for speech defects by any center staff in contact with children.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(____)2. Important, but in another type of center
(____)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(____)2. Done for special need or when accessible
(____)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

44. **OBJECTIVE:** Provide speech therapy by a specialist or a followed-up referral for such services.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(____)2. Important, but in another type of center
(____)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(____)2. Done for special need or when accessible
(____)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

45. **OBJECTIVE:** Provide formal screening for dental problems.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)
____ 1. Felt to be important
(___)2. Important, but in another type of center
(___)3. Felt not to be important

Status as Working Objective (check one)
____ 1. Working objective
(___)2. Done for special need or when accessible
(___)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)
____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

46. **OBJECTIVE:** Provide followed-up referral for help with dental problems.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)
____ 1. Felt to be important
(___)2. Important, but in another type of center
(___)3. Felt not to be important

Status as Working Objective (check one)
____ 1. Working objective
(___)2. Done for special need or when accessible
(___)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)
____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

47. **OBJECTIVE:** Provide formal screening for vision problems.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(___)2. Important, but in another type of center
(___)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(___)2. Done for special need or when accessible
(___)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

48. **OBJECTIVE:** Provide followed-up referral for help with vision problems.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(___)2. Important, but in another type of center
(___)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(___)2. Done for special need or when accessible
(___)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

49. **OBJECTIVE:** Provide formal screening for general physical health and current inoculation.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(___)2. Important, but in another type of center
(___)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(___)2. Done for special need or when accessible
(___)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

50. **OBJECTIVE:** Provide followed-up referral for help with physical problems or inadequate inoculation.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(___)2. Important, but in another type of center
(___)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(___)2. Done for special need or when accessible
(___)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

51. **OBJECTIVE:** Provide formal screening for hearing problems.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(___)2. Important, but in another type of center
(___)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(___)2. Done for special need or when accessible
(___)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

52. **OBJECTIVE:** Provide help with hearing problems by a specialist or a followed-up referral for such services.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(___)2. Important, but in another type of center
(___)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(___)2. Done for special need or when accessible
(___)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

53. **OBJECTIVE:** Provide nutritious and attractively served food.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(____)2. Important, but in another type of center
(____)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(____)2. Done for special need or when accessible
(____)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

54. **OBJECTIVE:** Provide a percentage of daily required nourishment according to child's hours per day in center.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(____)2. Important, but in another type of center
(____)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(____)2. Done for special need or when accessible
(____)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

55. **OBJECTIVE:** Group children by defined age groups for the major portions of the day.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)
____ 1. Felt to be important
(___)2. Important, but in another type of center
(___)3. Felt not to be important

Status as Working Objective (check one)
____ 1. Working objective
(___)2. Done for special need or when accessible
(___)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)
____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

56. **OBJECTIVE:** Provide periods in which cross-age contacts are fostered.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)
____ 1. Felt to be important
(___)2. Important, but in another type of center
(___)3. Felt not to be important

Status as Working Objective (check one)
____ 1. Working objective
(___)2. Done for special need or when accessible
(___)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)
____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

57. **OBJECTIVE:** Arrange space and group policy to allow temporary self-isolation to serve a personal need.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(___)2. Important, but in another type of center
(___)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(___)2. Done for special need or when accessible
(___)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

58. **OBJECTIVE:** Promote good hygiene and health habits.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Personal Opinion (check one)

____ 1. Felt to be important
(___)2. Important, but in another type of center
(___)3. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
(___)2. Done for special need or when accessible
(___)3. Not working objective

Explanation of Responses in Parentheses (check all that apply)

____ 1. Not top priority
____ 2. Inadequate center staff
____ 3. Inadequate staff participation
____ 4. Inadequate funds or equipment
____ 5. Inadequate space
____ 6. Inadequate parent participation
____ 7. Inadequate volunteer help
____ 8. Not appropriate to needs of center's children
____ 9. Not appropriate to readiness of center's children
____ 10. Inadequate coordination within center
____ 11. Inadequate coordination between center and helping agency
____ 12. Inadequate coordination or number of service resources in community
____ 13. Function served by another objective

FORM 3—Program Objectives

CENTERS

(Center completes form)

Center ______________________________

Completed by ______________________________ Date ______________

DIRECTIONS: This form establishes objectives that can be used to evaluate the program in your center. Objectives should vary from program to program. The scoring of this form permits the programs of different centers to be compared.

This form is based on the assumption that what is stated in formal policy, what the director feels is most important, and what objectives are actually chosen as working objectives are not always identical. The reasons for these differences provide important information that will help to improve the delivery of day care service.

Each of the eighteen objectives is compared to each of the others, making a total of 153 pairs. All the objectives represent positive or beneficial activities. Choose which of two objectives you feel is preferred by:

1. **Formal Policy:** Your understanding of the center's contract, operating manual, or whatever you consider to be your official written source of supervision
2. **Important:** Your own feelings and understanding about what is important for the care of young children in day care
3. **Working Objective:** Your working objectives in light of the actual situation (in practical terms regarding your setup, your staff, and your clients)

For each of the 153 pairs of objectives there should be three indicators of preference (3 checks, one in each column).

Your judgment on the importance of the objectives should be made *without* particular groups or situations in mind. That judgment refers to day care in general. However, the choices between objectives as working objectives should be made *with* the particulars of your individual situation in mind. If you (or if you and one or two partners) are the sole policy setter in your center and you have no formal written policies other than those you have chosen, *do not* fill in the column on formal policy.

For each pair of objectives that your responses indicate a disagreement of preference exists between the three points of view, note what you feel are the sources of the disagreement in the multiple-choice lists provided. Two types of disagreements are to be explained: (1) a disagreement between which of the two objectives is preferred by the formal policy and your personal opinion of which one is more important, and (2) a disagreement between what is preferred as a working objective, and either of the other two points of view.

Explain your reasons for the first type of disagreement in the column headed "Formal vs. Important" by checking all statements that apply. Explain your reasons for the second type of disagreement in the column headed "Formal/Important vs. Working" by checking all statements that apply.

A. Do you use a specific curriculum or identifiable orientation in your day care program?

☐ Yes ☐ No

If yes, give name or other specificatory label:

____

		Formal	Important	Working	Formal Vs. Important	Formal/Important Vs. Working
1.	Provide a situation that imparts a sense of order, discipline, and predictability to the child	____	____	____	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
	or					
	Encourage the child to experiment in his thinking and verbalization	____	____	____		
2.	Foster a positive or valued self-image	____	____	____	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
	or					
	Encourage a warm, affectionate relationship with the caretaker.	____	____	____		
3.	Encourage the child to experiment in his activities	____	____	____	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
	or					
	Foster the belief that adults are excellent sources of information and guidance	____	____	____		

		Formal	Important	Working	Formal Vs. Important	Formal/Important Vs. Working
4.	Encourage give-and-take among children, minimizing adult intervention	____	____	____	___ Philosophical disagreement	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number
	or				___ Erroneous assumptions of client needs in formal policy	___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
	Provide a situation that imparts a sense of order, discipline, and predictability to the child	____	____	____		
5.	Develop the ability to persist towards completion	____	____	____	_+_ Philosophical disagreement	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number
	or				___ Erroneous assumptions of client needs in formal policy	___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
	Provide planned activities designed to give children a head start on academic skills	____	____	____		
6.	Encourage a warm, affectionate relationship with the caretaker	____	____	____	___ Philosophical disagreement	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number
	or				___ Erroneous assumptions of client needs in formal policy	___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
	Utilize a full range of activities (such as art or large-muscle games) to promote cognitive development	____	____	____		

		Formal	Impor-tant	Work-ing	Formal Vs. Important	Formal/Important Vs. Working
7.	Foster the motivation to be an achiever or Foster a sense of competence and ability in the child	______ ______	______ ______	______ ______	____ Philosophical disagreement ____ Erroneous assumptions of client needs in formal policy	____ Not suitable to needs of children ____ Not suitable to readiness of children ____ Staff inadequate number ____ Staff inadequate training ____ Staff predisposition or lack of skill ____ Limitations of physical space ____ Limitations of flexibility of space ____ Limitations of equipment
8.	Encourage give-and-take among children minimizing adult intervention or Foster the belief that adults are excellent sources of information and guidance	______ ______	______ ______	______ ______	____ Philosophical disagreement ____ Erroneous assumptions of client needs in formal policy	____ Not suitable to needs of children ____ Not suitable to readiness of children ____ Staff inadequate number ____ Staff inadequate training ____ Staff predisposition or lack of skill ____ Limitations of physical space ____ Limitations of flexibility of space ____ Limitations of equipment
9.	Help children to enjoy themselves or Encourage the child to experiment in his activities	______ ______	______ ______	______ ______	____ Philosophical disagreement ____ Erroneous assumptions of client needs in formal policy	____ Not suitable to needs of children ____ Not suitable to readiness of children ____ Staff inadequate number ____ Staff inadequate training ____ Staff predisposition or lack of skill ____ Limitations of physical space ____ Limitations of flexibility of space ____ Limitations of equipment

	Formal	Important	Working	Formal Vs. Important	Formal/Important Vs. Working
10. Help the child feel safe in the day care situation	____	____	____	____ Philosophical disagreement ____ Erroneous assumptions of client needs in formal policy	____ Not suitable to needs of children ____ Not suitable to readiness of children ____ Staff inadequate number ____ Staff inadequate training ____ Staff predisposition or lack of skill ____ Limitations of physical space ____ Limitations of flexibility of space ____ Limitations of equipment
or					
Develop the ability to persist towards completion	____	____	____		
11. Foster the motivation to be an achiever	____	____	____	____ Philosophical disagreement ____ Erroneous assumptions of client needs in formal policy	____ Not suitable to needs of children ____ Not suitable to readiness of children ____ Staff inadequate number ____ Staff inadequate training ____ Staff predisposition or lack of skill ____ Limitations of physical space ____ Limitations of flexibility of space ____ Limitations of equipment
or					
Encourage a warm, affectionate relationship with the caretaker	____	____	____		
12. Provide planned activities designed to give children a head start on academic skills	____	____	____	____ Philosophical disagreement ____ Erroneous assumptions of client needs in formal policy	____ Not suitable to needs of children ____ Not suitable to readiness of children ____ Staff inadequate number ____ Staff inadequate training ____ Staff predisposition or lack of skill ____ Limitations of physical space ____ Limitations of flexibility of space ____ Limitations of equipment
or					
Foster a positive or valued self-image	____	____	____		

	Formal	Important	Working	Formal Vs. Important	Formal/Important Vs. Working
13. Provide esthetic experiences or Utilize spontaneous occurrences to foster cognitive development	___ ___	___ ___	___ ___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
14. Foster a sense of competence and ability in the child or Provide a situation that imparts a sense of order, discipline, and predictability to the child	___ ___	___ ___	___ ___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
15. Encourage acceptance of the caretaker's supervision or Help the child feel safe in the day care situation	___ ___	___ ___	___ ___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment

	Formal	Important	Working	Formal Vs. Important	Formal/Important Vs. Working
16. Utilize a full range of activities (such as art or large-muscle games) to promote cognitive development	____	____	____	____ Philosophical disagreement ____ Erroneous assumptions of client needs in formal policy	____ Not suitable to needs of children ____ Not suitable to readiness of children ____ Staff inadequate number ____ Staff inadequate training ____ Staff predisposition or lack of skill ____ Limitations of physical space ____ Limitations of flexibility of space ____ Limitations of equipment
or					
Encourage the child to experiment in his activities	____	____	____		
17. Foster a positive or valued self-image	____	____	____	____ Philosophical disagreement ____ Erroneous assumptions of client needs in formal policy	____ Not suitable to needs of children ____ Not suitable to readiness of children ____ Staff inadequate number ____ Staff inadequate training ____ Staff predisposition or lack of skill ____ Limitations of physical space ____ Limitations of flexibility of space ____ Limitations of equipment
or					
Develop the ability to persist towards completion	____	____	____		
18. Encourage acceptance of the caretaker's supervision	____	____	____	____ Philosophical disagreement ____ Erroneous assumptions of client needs in formal policy	____ Not suitable to needs of children ____ Not suitable to readiness of children ____ Staff inadequate number ____ Staff inadequate training ____ Staff predisposition or lack of skill ____ Limitations of physical space ____ Limitations of flexibility of space ____ Limitations of equipment
or					
Encourage a warm, affectionate relationship with the caretaker	____	____	____		

	Formal	Impor-tant	Work-ing	Formal Vs. Important	Formal/Important Vs. Working
19. Help children to enjoy themselves	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Provide planned activities designed to give children a head start on academic skills	___	___	___		
20. Help the child feel safe in the day care situation	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Encourage the child to experiment in his thinking and verbalization	___	___	___		
21. Foster a sense of competence and ability in the child	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Foster the belief that adults are excellent sources of information and guidance	___	___	___		

	Formal	Impor-tant	Work-ing	Formal Vs. Important	Formal/Important Vs. Working
22. Foster a positive or valued self-image	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Utilize a full range of activities (such as art or large-muscle games) to promote cognitive development	___	___	___		
23. Provide a situation that imparts a sense of order, discipline, and predictability to the child	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Provide esthetic experiences	___	___	___		
24. Encourage a warm, affectionate relationship with the caretaker	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Encourage the child to experiment in his activities	___	___	___		

	Formal	Impor-tant	Work-ing	Formal Vs. Important	Formal/Important Vs. Working
25. Help the child feel safe in the day care situation or Foster a sense of competence and ability in the child	___ ___	___ ___	___ ___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
26. Foster the motivation to be an achiever or Encourage acceptance of the caretaker's supervision	___ ___	___ ___	___ ___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
27. Foster the belief that adults are excellent sources of information and guidance or Utilize a full range of activities (such as art or large-muscle games) to promote cognitive development	___ ___	___ ___	___ ___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment

	Formal	Impor-tant	Work-ing	Formal Vs. Important	Formal/Important Vs. Working
28. Impart the skills necessary for the requirements of social living	______	______	______	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Encourage the child to experiment in his activities	______	______	______		
29. Provide a situation that imparts a sense of order, discipline, and predictability to the child	______	______	______	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Develop the ability to persist towards completion	______	______	______		
30. Utilize a full range of activities (such as art or large-muscle games) to promote cognitive development	______	______	______	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Help the child feel safe in the day care situation	______	______	______		

	Formal	Important	Working	Formal Vs. Important	Formal/Important Vs. Working
31. Provide planned activities designed to give children a head start on academic skills	____	____	____	____ Philosophical disagreement ____ Erroneous assumptions of client needs in formal policy	____ Not suitable to needs of children ____ Not suitable to readiness of children ____ Staff inadequate number ____ Staff inadequate training ____ Staff predisposition or lack of skill ____ Limitations of physical space ____ Limitations of flexibility of space ____ Limitations of equipment
or					
Encourage the child to experiment in his thinking and verbalization	____	____	____		
32. Encourage give-and-take among children, minimizing adult intervention	____	____	____	____ Philosophical disagreement ____ Erroneous assumptions of client needs in formal policy	____ Not suitable to needs of children ____ Not suitable to readiness of children ____ Staff inadequate number ____ Staff inadequate training ____ Staff predisposition or lack of skill ____ Limitations of physical space ____ Limitations of flexibility of space ____ Limitations of equipment
or					
Foster a positive or valued self-image	____	____	____		
33. Utilize spontaneous occurrences to foster cognitive development	____	____	____	____ Philosophical disagreement ____ Erroneous assumptions of client needs in formal policy	____ Not suitable to needs of children ____ Not suitable to readiness of children ____ Staff inadequate number ____ Staff inadequate training ____ Staff predisposition or lack of skill ____ Limitations of physical space ____ Limitations of flexibility of space ____ Limitations of equipment
or					
Provide a situation that imparts a sense of order, discipline, and predictability to the child	____	____	____		

	Formal	Impor-tant	Work-ing	Formal Vs. Important	Formal/Important Vs. Working
34. Foster the belief that adults are excellent source of information and guidance	____	____	____	____ Philosophical disagreement ____ Erroneous assumptions of client needs in formal policy	____ Not suitable to needs of children ____ Not suitable to readiness of children ____ Staff inadequate number ____ Staff inadequate training ____ Staff predisposition or lack of skill ____ Limitations of physical space ____ Limitations of flexibility of space ____ Limitations of equipment
or					
Foster a positive or valued self-image	____	____	____		
35. Encourage acceptance of the caretaker's supervision	____	____	____	____ Philosophical disagreement ____ Erroneous assumptions of client needs in formal policy	____ Not suitable to needs of children ____ Not suitable to readiness of children ____ Staff inadequate number ____ Staff inadequate training ____ Staff predisposition or lack of skill ____ Limitations of physical space ____ Limitations of flexibility of space ____ Limitations of equipment
or					
Foster a sense of competence and ability in the child	____	____	____		
36. Encourage a warm, affectionate relationship with the caretaker	____	____	____	____ Philosophical disagreement ____ Erroneous assumptions of client needs in formal policy	____ Not suitable to needs of children ____ Not suitable to readiness of children ____ Staff inadequate number ____ Staff inadequate training ____ Staff predisposition or lack of skill ____ Limitations of physical space ____ Limitations of flexibility of space ____ Limitations of equipment
or					
Help children to enjoy themselves	____	____	____		

	Formal	Impor-tant	Work-ing	Formal Vs. Important	Formal/Important Vs. Working
37. Provide esthetic experiences	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Develop the ability to persist towards completion	___	___	___		
38. Utilize a full range of activities (such as art or large-muscle games) to promote cognitive development	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Foster the motivation to be an achiever	___	___	___		
39. Help the child feel safe in the day care situation	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Impart the skills necessary for the requirements of social living	___	___	___		

	Formal	Important	Working	Formal Vs. Important	Formal/Important Vs. Working
40. Utilize a full range of activities (such as art or large-muscle games) to promote cognitive development	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Foster a sense of competence and ability in the child	___	___	___		
41. Encourage acceptance of the caretaker's supervision	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Provide planned activities designed to give children a head start on academic skills	___	___	___		
42. Provide a situation that imparts a sense of order, discipline, and predictability to the child	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Foster a positive or valued self-image	___	___	___		

	Formal	Impor-tant	Work-ing	Formal Vs. Important	Formal/Important Vs. Working
43. Foster the belief that adults are excellent sources of information and guidance	____	____	____	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Impart the skills necessary for the requirements of social living	____	____	____		
44. Foster the motivation to be an achiever	____	____	____	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Encourage the child to experiment in his thinking and verbalization	____	____	____		
45. Utilize spontaneous occurrences to foster cognitive development	____	____	____	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Encourage give-and-take among children, minimizing adult intervention	____	____	____		

	Formal	Important	Working	Formal Vs. Important	Formal/Important Vs. Working
46. Help the child feel safe in the day care situation	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Provide esthetic experiences	___	___	___		
47. Foster the motivation to be an achiever	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Help children to enjoy themselves	___	___	___		
48. Foster a sense of competence and ability in the child	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Encourage a warm, affectionate relationship with the caretaker	___	___	___		

	Formal	Important	Working	Formal Vs. Important	Formal/Important Vs. Working
49. Encourage the child to experiment in his thinking and verbalization	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Impart the skills necessary for the requirements of social living	___	___	___		
50. Utilize a full range of activities (such as art or large-muscle games) to promote cognitive development	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Develop the ability to persist towards completion	___	___	___		
51. Provide a situation that imparts a sense of order, discipline, and predictability to the child	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Provide planned activities designed to give children a head start on academic skills	___	___	___		

	Formal	Impor-tant	Work-ing	Formal Vs. Important	Formal/Important Vs. 'Working
52. Foster the belief that adults are excellent sources of information and guidance	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Encourage acceptance of the caretaker's supervision	___	___	___		
53. Help the child feel safe in the day care situation	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Provide a situation that imparts a sense of order, discipline, and predictability to the child	___	___	___		
54. Provide esthetic experiences	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Impart the skills necessary for the requirements of social living	___	___	___		

	Formal	Impor-tant	Work-ing	Formal Vs. Important	Formal/Important Vs. Working
55. Encourage the child to experiment in his activities	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Foster a sense of competence and ability in the child	___	___	___		
56. Foster a positive or valued self-image	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Foster the motivation to be an achiever	___	___	___		
57. Utilize a full range of activities (such as art or large-muscle games) to promote cognitive development	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Encourage acceptance of the caretaker's supervision	___	___	___		

	Formal	Important	Working	Formal Vs. Important	Formal/Important Vs. Working
58. Encourage give-and-take among children, minimizing adult intervention	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Encourage a warm, affectionate relationship with the caretaker	___	___	___		
59. Develop the ability to persist towards completion	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Utilize spontaneous occurrences to foster cognitive development	___	___	___		
60. Encourage give-and-take among children, minimizing adult intervention	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Help the child feel safe in the day care situation	___	___	___		

	Formal	Important	Working	Formal Vs. Important	Formal/Important Vs. Working
61. Provide planned activities designed to give children a head start on academic skills	____	____	____	____ Philosophical disagreement ____ Erroneous assumptions of client needs in formal policy	____ Not suitable to needs of children ____ Not suitable to readiness of children ____ Staff inadequate number ____ Staff inadequate training ____ Staff predisposition or lack of skill ____ Limitations of physical space ____ Limitations of flexibility of space ____ Limitations of equipment
or					
Foster the belief that adults are excellent sources of information and guidance	____	____	____		
62. Utilize spontaneous occurrences to foster cognitive development	____	____	____	____ Philosophical disagreement ____ Erroneous assumptions of client needs in formal policy	____ Not suitable to needs of children ____ Not suitable to readiness of children ____ Staff inadequate number ____ Staff inadequate training ____ Staff predisposition or lack of skill ____ Limitations of physical space ____ Limitations of flexibility of space ____ Limitations of equipment
or					
Encourage the child to experiment in his activities	____	____	____		
63. Impart the skills necessary for the requirements of social living	____	____	____	____ Philosophical disagreement ____ Erroneous assumptions of client needs in formal policy	____ Not suitable to needs of children ____ Not suitable to readiness of children ____ Staff inadequate number ____ Staff inadequate training ____ Staff predisposition or lack of skill ____ Limitations of physical space ____ Limitations of flexibility of space ____ Limitations of equipment
or					
Help children to enjoy themselves	____	____	____		

	Formal	Impor-tant	Work-ing	Formal Vs. Important	Formal/Important Vs. Working
64. Utilize a full range of activities (such as art or large-muscle games) to promote cognitive development	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Provide esthetic experiences	___	___	___		
65. Foster the motivation to be an achiever	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Provide a situation that imparts a sense of order, discipline, and predictability to the child	___	___	___		
66. Foster a sense of competence and ability in the child	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Encourage the child to experiment in his thinking and verbalization	___	___	___		

	Formal	Important	Working	Formal Vs. Important	Formal/Important Vs. Working
67. Help the child feel safe in the day care situation	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Foster a positive or valued self-image	___	___	___		
68. Provide planned activities designed to give children a head start on academic skills	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Encourage a warm, affectionate relationship with the caretaker	___	___	___		
69. Foster the belief that adults are excellent sources of information and guidance	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Foster the motivation to be an achiever	___	___	___		

	Formal	Important	Working	Formal Vs. Important	Formal/Important Vs. Working
70. Develop the ability to persist towards completion	____	____	____	____ Philosophical disagreement ____ Erroneous assumptions of client needs in formal policy	____ Not suitable to needs of children ____ Not suitable to readiness of children ____ Staff inadequate number ____ Staff inadequate training ____ Staff predisposition or lack of skill ____ Limitations of physical space ____ Limitations of flexibility of space ____ Limitations of equipment
or					
Impart the skills necessary for the requirements of social living	____	____	____		
71. Help children to enjoy themselves	____	____	____	____ Philosophical disagreement ____ Erroneous assumptions of client needs in formal policy	____ Not suitable to needs of children ____ Not suitable to readiness of children ____ Staff inadequate number ____ Staff inadequate training ____ Staff predisposition or lack of skill ____ Limitations of physical space ____ Limitations of flexibility of space ____ Limitations of equipment
or					
Provide esthetic experiences	____	____	____		
72. Foster a sense of competence and ability in the child	____	____	____	____ Philosophical disagreement ____ Erroneous assumptions of client needs in formal policy	____ Not suitable to needs of children ____ Not suitable to readiness of children ____ Staff inadequate number ____ Staff inadequate training ____ Staff predisposition or lack of skill ____ Limitations of physical space ____ Limitations of flexibility of space ____ Limitations of equipment
or					
Utilize spontaneous occurrences to foster cognitive development	____	____	____		

	Formal	Important	Working	Formal Vs. Important	Formal/Important Vs. Working
73. Provide a situation that imparts a sense of order, discipline, and predictability to the child	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Encourage a warm, affectionate relationship with the caretaker.	___	___	___		
74. Encourage a warm, affectionate relationship with the caretaker	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Foster a positive or valued self-image	___	___	___		
75. Foster the belief that adults are excellent sources of information and guidance	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Encourage the child to experiment in his thinking and verbalization	___	___	___		

	Formal	Impor-tant	Work-ing	Formal Vs. Important	Formal/Important Vs. Working
76. Help children to enjoy themselves	___	___	___	___ Philosophical disagreement	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number
or				___ Erroneous assumptions of client needs in formal policy	___ Staff inadequate training ___ Staff predisposition or lack of skill
Foster a sense of competence and ability in the child	___	___	___		___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
77. Provide esthetic experiences	___	___	___	___ Philosophical disagreement	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number
or				___ Erroneous assumptions of client needs in formal policy	___ Staff inadequate training ___ Staff predisposition or lack of skill
Encourage acceptance of the caretaker's supervision	___	___	___		___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
78. Encourage give-and-take among children, minimizing adult intervention	___	___	___	___ Philosophical disagreement	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number
or				___ Erroneous assumptions of client needs in formal policy	___ Staff inadequate training ___ Staff predisposition or lack of skill
Provide planned activities designed to give children a head start on academic skills	___	___	___		___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment

		Formal	Impor-tant	Work-ing	Formal Vs. Important	Formal/Important Vs. Working
79.	Encourage a warm, affectionate relationship with the caretaker	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
	or					
	Develop the ability to persist towards completion	___	___	___		
80.	Foster the belief that adults are excellent sources of information and guidance	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
	or					
	Provide a situation that imparts a sense of order, discipline, and predictability to the child	___	___	___		
81.	Encourage a warm, affectionate relationship with the caretaker	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
	or					
	Encourage the child to experiment in his thinking and verbalization	___	___	___		

	Formal	Impor-tant	Work-ing	Formal Vs. Important	Formal/Important Vs. Working
82. Impart the skills necessary for the requirements of social living	___	___	___	___ Philosophical disagreement	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number
or				___ Erroneous assumptions of client needs in formal policy	___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
Encourage acceptance of the caretaker's supervision	___	___	___		
83. Encourage the child to experiment in his activities	___	___	___	___ Philosophical disagreement	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number
or				___ Erroneous assumptions of client needs in formal policy	___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
Help the child feel safe in the day care situation	___	___	___		
84. Foster the motivation to be an achiever	___	___	___	___ Philosophical disagreement	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number
or				___ Erroneous assumptions of client needs in formal policy	___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
Utilize spontaneous occurrences to foster cognitive development	___	___	___		

	Formal	Impor-tant	Work-ing	Formal Vs. Important	Formal/Important Vs. Working
85. Develop the ability to persist towards completion	______	______	______	___ Philosophical disagreement	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number
or				___ Erroneous assumptions of client needs in formal policy	___ Staff inadequate training ___ Staff predisposition or lack of skill
Encourage give-and-take among children, minimizing adult supervision	______	______	______		___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
86. Provide planned activities designed to give children a head start on academic skills	______	______	______	___ Philosophical disagreement	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number
or				___ Erroneous assumptions of client needs in formal policy	___ Staff inadequate training ___ Staff predisposition or lack of skill
Provide esthetic experiences	______	______	______		___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
87. Foster the belief that adults are excellent sources of information and guidance	______	______	______	___ Philosophical disagreement	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number
or				___ Erroneous assumptions of client needs in formal policy	___ Staff inadequate training ___ Staff predisposition or lack of skill
Encourage a warm, affectionate relationship with the caretaker	______	______	______		___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment

	Formal	Important	Working	Formal Vs. Important	Formal/Important Vs. Working
88. Encourage acceptance of the caretaker's supervision	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Help children to enjoy themselves	___	___	___		
89. Provide a situation that imparts a sense of order, discipline, and predictability to the child	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Impart the skills necessary for the requirements of social living	___	___	___		
90. Encourage the child to experiment in his activities	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Provide esthetic experiences	___	___	___		

	Formal	Impor-tant	Work-ing	Formal Vs. Important	Formal/Important Vs. Working
91. Utilize a full range of activities (such as art or large-muscle games) to promote cognitive development	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Encourage give-and-take among children, minimizing adult intervention	___	___	___		
92. Develop the ability to persist towards completion	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Foster the belief that adults are excellent sources of information and guidance	___	___	___		
93. Encourage the child to experiment in his thinking and verbalization	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Utilize spontaneous occurrences to foster cognitive development	___	___	___		

	Formal	Impor-tant	Work-ing	Formal Vs. Important	Formal/Important Vs. Working
94. Foster the motivation to be an achiever	____	____	____	____ Philosophical disagreement ____ Erroneous assumptions of client needs in formal policy	____ Not suitable to needs of children ____ Not suitable to readiness of children ____ Staff inadequate number ____ Staff inadequate training ____ Staff predisposition or lack of skill ____ Limitations of physical space ____ Limitations of flexibility of space ____ Limitations of equipment
or					
Provide esthetic experiences	____	____	____		
95. Foster a sense of competence and ability in the child	____	____	____	____ Philosophical disagreement ____ Erroneous assumptions of client needs in formal policy	____ Not suitable to needs of children ____ Not suitable to readiness of children ____ Staff inadequate number ____ Staff inadequate training ____ Staff predisposition or lack of skill ____ Limitations of physical space ____ Limitations of flexibility of space ____ Limitations of equipment
or					
Provide planned activities designed to give children a head start on academic skills	____	____	____		
96. Provide a situation that imparts a sense of order, discipline, and predictability to the child	____	____	____	____ Philosophical disagreement ____ Erroneous assumptions of client needs in formal policy	____ Not suitable to needs of children ____ Not suitable to readiness of children ____ Staff inadequate number ____ Staff inadequate training ____ Staff predisposition or lack of skill ____ Limitations of physical space ____ Limitations of flexibility of space ____ Limitations of equipment
or					
Encourage the child to experiment in his activities	____	____	____		

	Formal	Important	Working	Formal Vs. Important	Formal/Important Vs. Working
97. Encourage acceptance of the caretaker's supervision	___	___	___	___ Philosophical disagreement	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number
or					
Develop the ability to persist towards completion	___	___	___	___ Erroneous assumptions of client needs in formal policy	___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
98. Encourage give-and-take among children, minimizing adult intervention	___	___	___	___ Philosophical disagreement	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number
or					
Impart the skills necessary for the requirements of social living	___	___	___	___ Erroneous assumptions of client needs in formal policy	___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
99. Provide esthetic experiences	___	___	___	___ Philosophical disagreement	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number
or					
Encourage a warm, affectionate relationship with the caretaker	___	___	___	___ Erroneous assumptions of client needs in formal policy	___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment

	Formal	Important	Working	Formal Vs. Important	Formal/Important Vs. Working
100. Utilize a full range of activities (such as art or large-muscle games) to promote cognitive development	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Encourage the child to experiment in his thinking and verbalization	___	___	___		
101. Encourage acceptance of the caretaker's supervision	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Utilize spontaneous occurrences to foster cognitive development	___	___	___		
102 Foster the motivation to be an achiever	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Provide planned activities designed to give children a head start on academic skills	___	___	___		

	Formal	Important	Working	Formal Vs. Important	Formal/Important Vs. Working
103. Provide a situation that imparts a sense of order, discipline, and predictability to the child	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Help children to enjoy themselves	___	___	___		
104. Encourage the child to experiment in his activities	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Develop the ability to persist towards completion	___	___	___		
105. Foster a positive or valued self-image	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Help children to enjoy themselves	___	___	___		

	Formal	Important	Working	Formal Vs. Important	Formal/Important Vs. Working
106. Encourage a warm, affectionate relationship with the caretaker	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Impart the skills necessary for the requirements of social living	___	___	___		
107. Foster the motivation to be an achiever	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Encourage the child to experiment in his activities	___	___	___		
108. Provide esthetic experience	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Encourage give-and-take among children, minimizing adult intervention	___	___	___		

	Formal	Impor-tant	Work-ing	Formal Vs. Important	Formal/Important Vs. Working
109. Encourage the child to experiment in his thinking and verbalization	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Develop the ability to persist towards completion	___	___	___		
110. Foster a positive or valued self-image	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Utilize spontaneous occurrences to foster cognitive development	___	___	___		
111. Provide planned activities designed to give children a head start on academic skills	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Utilize a full range of activities (such as art or large-muscle games) to promote cognitive development	___	___	___		

	Formal	Impor-tant	Work-ing	Formal Vs. Important	Formal/Important Vs. Working
112. Foster the belief that adults are excellent sources of information and guidance	____	____	____	____ Philosophical disagreement ____ Erroneous assumptions of client needs in formal policy	____ Not suitable to needs of children ____ Not suitable to readiness of children ____ Staff inadequate number ____ Staff inadequate training ____ Staff predisposition or lack of skill ____ Limitations of physical space ____ Limitations of flexibility of space ____ Limitations of equipment
or					
Help children to enjoy themselves	____	____	____		
113. Foster a sense of competence and ability in the child	____	____	____	____ Philosophical disagreement ____ Erroneous assumptions of client needs in formal policy	____ Not suitable to needs of children ____ Not suitable to readiness of children ____ Staff inadequate number ____ Staff inadequate training ____ Staff predisposition or lack of skill ____ Limitations of physical space ____ Limitations of flexibility of space ____ Limitations of equipment
or					
Provide esthetic experiences	____	____	____		
114. Foster the motivation to be an achiever	____	____	____	____ Philosophical disagreement ____ Erroneous assumptions of client needs in formal policy	____ Not suitable to needs of children ____ Not suitable to readiness of children ____ Staff inadequate number ____ Staff inadequate training ____ Staff predisposition or lack of skill ____ Limitations of physical space ____ Limitations of flexibility of space ____ Limitations of equipment
or					
Develop the ability to persist towards completion	____	____	____		

	Formal	Impor-tant	Work-ing	Formal Vs. Important	Formal/Important Vs. Working
115. Encourage acceptance of the caretaker's supervision	____	____	____	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Foster a positive or valued self-image	____	____	____		
116. Encourage the child to experiment in his activities	____	____	____	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Provide planned activities designed to give children a head start on academic skills	____	____	____		
117. Provide esthetic experiences	____	____	____	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Encourage the child to experiment in his thinking and verbalization	____	____	____		

	Formal	Important	Working	Formal Vs. Important	Formal/Important Vs. Working
118. Encourage give-and-take among children, minimizing adult intervention	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Foster a sense of competence and ability in the child	___	___	___		
119. Foster the belief that adults are excellent sources of information and guidance	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Help the child feel safe in the day care situation	___	___	___		
120. Foster a sense of competence and ability in the child	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Foster a positive or valued self-image	___	___	___		

	Formal	Impor-tant	Work-ing	Formal Vs. Important	Formal/Important Vs. Working
121. Encourage the child to experiment in his activities	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Encourage the child to experiment in his thinking and verbalization	___	___	___		
122 Provide planned activities designed to give children a head start on academic skills	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Utilize spontaneous occurrences to foster cognitive development	___	___	___		
123. Help children to enjoy themselves	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Encourage give-and-take among children, minimizing adult intervention	___	___	___		

	Formal	Important	Working	Formal Vs. Important	Formal/Important Vs. Working
124. Provide a situation that imparts a sense of order, discipline, and predictability to the child	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Encourage acceptance of the caretaker's supervision	___	___	___		
125. Provide esthetic experiences	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Foster the belief that adults are excellent sources of information and guidance	___	___	___		
126. Help the child feel safe in the day care situation	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Foster the motivation to be an achiever	___	___	___		

	Formal	Important	Working	Formal Vs. Important	Formal/Important Vs. Working
127. Develop the ability to persist towards completion	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Help children to enjoy themselves	___	___	___		
128. Impart the skills necessary for the requirements of social living	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Utilize spontaneous occurrences to foster cognitive development	___	___	___		
129. Provide planned activities designed to give children a head start on academic skills	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Help the child feel safe in the day care situation	___	___	___		

	Formal	Impor-tant	Work-ing	Formal Vs. Important	Formal/Important Vs. Working
130. Encourage give-and-take among children, minimizing adult intervention or Encourage acceptance of the caretaker's supervision	____ ____	____ ____	____ ____	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
131. Foster a sense of competence and ability in the child or Impart the skills necessary for the requirements of social living	____ ____	____ ____	____ ____	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
132. Foster the belief that adults are excellent sources of information and guidance or Utilize spontaneous occurrences to foster cognitive development	____ ____	____ ____	____ ____	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment

	Formal	Important	Working	Formal Vs. Important	Formal/Important Vs. Working
133. Utilize a full range of activities (such as art or large-muscle games) to promote cognitive development	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Provide a situation that imparts a sense of order, discipline, and predictability to the child	___	___	___		
134. Help the child feel safe in the day care situation	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Help children to enjoy themselves	___	___	___		
135. Foster a positive or valued self-image	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Encourage the child to experiment in his thinking and verbalization	___	___	___		

	Formal	Impor-tant	Work-ing	Formal Vs. Important	Formal/Important Vs. Working
136. Impart the skills necessary for the requirements of social living	___	___	___	___ Philosophical disagreement	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number
or				___ Erroneous assumptions of client needs in formal policy	___ Staff inadequate training ___ Staff predisposition or lack of skill
Provide planned activities designed to give children a head start on academic skills	___	___	___		___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
137. Help the child feel safe in the day care situation	___	___	___	___ Philosophical disagreement	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number
or				___ Erroneous assumptions of client needs in formal policy	___ Staff inadequate training ___ Staff predisposition or lack of skill
Utilize spontaneous occurrences to foster cognitive development	___	___	___		___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
138 Encourage acceptance of the caretaker's supervision	___	___	___	___ Philosophical disagreement	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number
or				___ Erroneous assumptions of client needs in formal policy	___ Staff inadequate training ___ Staff predisposition or lack of skill
Encourage the child to experiment in his activities	___	___	___		___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment

	Formal	Impor-tant	Work-ing	Formal Vs. Important	Formal/Important Vs. Working
139. Utilize a full range of activities (such as art or large-muscle games) to promote cognitive development	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Help children to enjoy themselves	___	___	___		
140. Develop the ability to persist towards completion	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Foster a sense of competence and ability in the child	___	___	___		
141. Encourage the child to experiment in his thinking and verbalization	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Encourage give-and-take among children, minimizing adult intervention	___	___	___		

	Formal	Important	Working	Formal Vs. Important	Formal/Important Vs. Working
142. Provide esthetic experiences	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Foster a positive or valued self-image	___	___	___		
143. Encourage a warm, affectionate relationship with the caretaker	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Help the child feel safe in the day care situation	___	___	___		
144. Foster the motivation to be an achiever	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Impart the skills necessary for the requirements of social living	___	___	___		

	Formal	Impor-tant	Work-ing	Formal Vs. Important	Formal/Important Vs. Working
145. Utilize spontaneous occurrences to foster cognitive development	____	____	____	____ Philosophical disagreement ____ Erroneous assumptions of client needs in formal policy	____ Not suitable to needs of children ____ Not suitable to readiness of children ____ Staff inadequate number ____ Staff inadequate training ____ Staff predisposition or lack of skill ____ Limitations of physical space ____ Limitations of flexibility of space ____ Limitations of equipment
or					
Help children to enjoy themselves	____	____	____		
146. Utilize spontaneous occurrences to foster cognitive development	____	____	____	____ Philosophical disagreement ____ Erroneous assumptions of client needs in formal policy	____ Not suitable to needs of children ____ Not suitable to readiness of children ____ Staff inadequate number ____ Staff inadequate training ____ Staff predisposition or lack of skill ____ Limitations of physical space ____ Limitations of flexibility of space ____ Limitations of equipment
or					
Utilize a full range of activities (such as art or large-muscle games) to promote cognitive development	____	____	____		
147. Encourage the child to experiment in his thinking and verbalization	____	____	____	____ Philosophical disagreement ____ Erroneous assumptions of client needs in formal policy	____ Not suitable to needs of children ____ Not suitable to readiness of children ____ Staff inadequate number ____ Staff inadequate training ____ Staff predisposition or lack of skill ____ Limitations of physical space ____ Limitations of flexibility of space ____ Limitations of equipment
or					
Encourage acceptance of the caretaker's supervision	____	____	____		

	Formal	Impor-tant	Work-ing	Formal Vs. Important	Formal/Important Vs. Working
148. Encourage give-and-take among children, minimizing adult intervention	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Encourage the child to experiment in his activities	___	___	___		
149. Impart the skills necessary for the requirements of social living	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Foster a positive or valued self-image	___	___	___		
150. Encourage a warm, affectionate relationship with the caretaker	___	___	___	___ Philosophical disagreement ___ Erroneous assumptions of client needs in formal policy	___ Not suitable to needs of children ___ Not suitable to readiness of children ___ Staff inadequate number ___ Staff inadequate training ___ Staff predisposition or lack of skill ___ Limitations of physical space ___ Limitations of flexibility of space ___ Limitations of equipment
or					
Utilize spontaneous occurrences to foster cognitive development	___	___	___		

	Formal	Important	Working	Formal Vs. Important	Formal/Important Vs. Working
151. Help children to enjoy themselves	____	____	____	____ Philosophical disagreement ____ Erroneous assumptions of client needs in formal policy	____ Not suitable to needs of children ____ Not suitable to readiness of children ____ Staff inadequate number ____ Staff inadequate training ____ Staff predisposition or lack of skill ____ Limitations of physical space ____ Limitations of flexibility of space ____ Limitations of equipment
or					
Encourage the child to experiment in his thinking and verbalization	____	____	____		
152. Utilize a full range of activities (such as art or large-muscle games) to promote cognitive development	____	____	____	____ Philosophical disagreement ____ Erroneous assumptions of client needs in formal policy	____ Not suitable to needs of children ____ Not suitable to readiness of children ____ Staff inadequate number ____ Staff inadequate training ____ Staff predisposition or lack of skill ____ Limitations of physical space ____ Limitations of flexibility of space ____ Limitations of equipment
or					
Impart the skills necessary for the requirements of social living	____	____	____		
153. Foster the motivation to be an achiever	____	____	____	____ Philosophical disagreement ____ Erroneous assumptions of client needs in formal policy	____ Not suitable to needs of children ____ Not suitable to readiness of children ____ Staff inadequate number ____ Staff inadequate training ____ Staff predisposition or lack of skill ____ Limitations of physical space ____ Limitations of flexibility of space ____ Limitations of equipment
or					
Encourage give-and-take among children, minimizing adult intervention	____	____	____		

FORM 4—Administrative and Supporting Services Objectives

CENTERS

(Central organization or supervising agency completes form)

Organization ______________________ Address ______________________

Completed by ______________________ Date ______________________

DIRECTIONS: Regarding the policies or contract requirements under which ______________________ (Center) at ______________________ (Address) operates, respond to each of the goals and objectives listed below by stating: (1) whether the objective is included in the contract, funding requirements, or formal policy statement under which the center operates; is *not* included; or is considered part of a more general statement of objectives given in the contract or formal policy; and (2) whether the objective is currently a working objective of the center; is considered difficult to accomplish and is, therefore, done only for a special need or when the opportunity to do it is *readily* available; or is not a working objective. If you do not know, leave blank.

1. **OBJECTIVE:** Use standard bookkeeping procedures.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)

____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

2. **OBJECTIVE:** Have available a standardized financial report of income and expenses.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)

____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

3. **OBJECTIVE:** Have periodic audits of operating funds.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)

____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

4. **OBJECTIVE:** Meet Equal Employment Opportunity guidelines.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)

____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

5. **OBJECTIVE:** Have an advisory board for center operation made up mostly of center parents and neighborhood residents.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)

____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

6. **OBJECTIVE:** Have an advisory board for center operation made up mostly of specialists and prominent members of the larger community.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)

____ 1. Working objective
____ 2. Done for special need or when accessible.
____ 3. Not working objective

7. **OBJECTIVE:** Recruit and hire staff who meet specified qualifications.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)

____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

8. **OBJECTIVE:** Hire staff with the center's particular commitment to child development in mind.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)

____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

9. **OBJECTIVE:** Recruit and hire staff in quotas or give preference based on residence, race, or other specified categories.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)

____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

10. **OBJECTIVE:** Set up a grievance procedure for staff use.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)

____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

11. **OBJECTIVE:** Provide career development opportunity for staff by encouragement and by making various routes to promotion possibilities well known.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)

____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

12. **OBJECTIVE:** Recruit and enroll quotas of children or give preference based on income level, race, ethnicity, or community residence.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)

____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

13. **OBJECTIVE:** Seek volunteer help.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)

____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

14. **OBJECTIVE:** Seek donated goods and services.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

15. **OBJECTIVE:** Recruit volunteers in specified categories, for example, parents or community members.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

16. **OBJECTIVE:** Recruit volunteer services in specified in-kind value amounts. (This objective implies that some centers must acquire volunteer services that would be worth specified amounts if the volunteers were paid for their services.)

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

17. **OBJECTIVE:** Assign volunteers according to their interests and needs.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

18. **OBJECTIVE:** Assign volunteers according to their evaluated skills and the center's particular approach to child development.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

19. **OBJECTIVE:** Keep up-to-date records in the center on each child containing all pertinent data.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)

____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

20. **OBJECTIVE:** Keep up-to-date records in the center on each employee containing all pertinent data.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)

____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

21. **OBJECTIVE:** Keep records pertinent to classroom or group activities such as "lesson plans."

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)

____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

22. **OBJECTIVE:** Keep detailed records on volunteers to make the most of the volunteers' usefulness to the program and the program's usefulness in developing the volunteers.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)

____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

23. **OBJECTIVE:** Keep full current job descriptions and assignments available to staff and volunteers.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)

____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

24. **OBJECTIVE:** Maintain informal contact with at least one parent of each child to share current information on developments and problems.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

25. **OBJECTIVE:** Have a regular schedule of parent conferences or visits to share current information on developments and problems.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

26. **OBJECTIVE:** Have regularly scheduled staffings in which all staff (or the majority) in contact with particular children contribute to the group's knowledge of developments pertaining to them. These staffings might be a regular feature of staff meetings including other topics.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

27. **OBJECTIVE:** Provide in-service training for staff.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

28. **OBJECTIVE:** Provide in-service training for volunteers.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

29. **OBJECTIVE:** Encourage relevant outside training for staff who have regular contact with children.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

30. **OBJECTIVE:** Have periodic parent meetings on a broad variety of topics.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

31. **OBJECTIVE:** Evaluate each staff member in writing.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

32. **OBJECTIVE:** Provide formal or informal evaluative feedback to volunteers regularly.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

33. **OBJECTIVE:** Encourage informal screening of children for psychological problems by center staff in contact with children.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

34. **OBJECTIVE:** Provide in-center counseling or staff consultations with professionals for psychological problems identified in particular children.

Status as a Requirement (check one)	**Status as a Working Objective** (check one)
____ 1. Required by formal policy	____ 1. Working objective
____ 2. Not required by formal policy	____ 2. Done for special need or when accessible
____ 3. More generally stated in policy	____ 3. Not working objective

35. **OBJECTIVE:** Provide followed-up referrals for identified psychological problems. ("Followed-up referral" implies a total procedure of initial and subsequent contacts as deemed appropriate.)

Status as a Requirement (check one)	**Status as a Working Objective** (check one)
____ 1. Required by formal policy	____ 1. Working objective
____ 2. Not required by formal policy	____ 2. None for special need or when accessible
____ 3. More generally stated in policy	____ 3. Not working objective

36. **OBJECTIVE:** Provide *formal* screening for learning disabilities.

Status as a Requirement (check one)	**Status as a Working Objective** (check one)
____ 1. Required by formal policy	____ 1. Working objective
____ 2. Not required by formal policy	____ 2. Done for special need or when accessible
____ 3. More generally stated in policy	____ 3. Not working objective

37. **OBJECTIVE:** Provide *informal* screening for learning disabilities.

Status as a Requirement (check one)	**Status as a Working Objective** (check one)
____ 1. Required by formal policy	____ 1. Working objective
____ 2. Not required by formal policy	____ 2. Done for special need or when accessible
____ 3. More generally stated in policy	____ 3. Not working objective

38. **OBJECTIVE:** Provide individualized help at the center for identified learning problems by trained center staff or consultation provided to center staff.

Status as a Requirement (check one)	**Status as a Working Objective** (check one)
____ 1. Required by formal policy	____ 1. Working objective
____ 2. Not required by formal policy	____ 2. Done for special need or when accessible
____ 3. More generally stated in policy	____ 3. Not working objective

39. **OBJECTIVE:** Provide followed-up referral for specialized help with learning problems.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

40. **OBJECTIVE:** Provide social services for the families of children in day care.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

41. **OBJECTIVE:** Provide followed-up referral for social services for the families of children in day care.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

42. **OBJECTIVE:** Provide *formal* screening for speech defects either by center staff or outside experts.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

43. **OBJECTIVE:** Provide *informal* screening for speech defects by any center staff in contact with children.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

44. **OBJECTIVE:** Provide speech therapy by a specialist or a followed-up referral for such services.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

45. **OBJECTIVE:** Provide formal screening for dental problems.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

46. **OBJECTIVE:** Provide followed-up referral for help with dental problems.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

47. **OBJECTIVE:** Provide formal screening for vision problems.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

48. **OBJECTIVE:** Provide followed-up referral for help with vision problems.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

49. **OBJECTIVE:** Provide formal screening for general physical health and current inoculation.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)

____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

50. **OBJECTIVE:** Provide followed-up referral for help with physical problems or inadequate inoculation.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)

____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

51. **OBJECTIVE:** Provide formal screening for hearing problems.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)

____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

52. **OBJECTIVE:** Provide help for hearing problems by a specialist or followed-up referral for such services.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)

____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

53. **OBJECTIVE:** Provide nutritious and attractively served food.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)

____ 1. Working objective
____ 2. Done for special needs or when accessible
____ 3. Not working objective

54. **OBJECTIVE:** Provide a percentage of daily required nourishment according to child's hours per day in center.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

55. **OBJECTIVE:** Group children by defined age groups for the major portions of the day.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

[illegible]us as a Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

56. **OBJECTIVE:** Provide periods in which cross-age contacts are fostered.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

57. **OBJECTIVE:** Arrange space and group policy to allow temporary self-isolation to serve a personal need.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

58. **OBJECTIVE:** Promote good hygiene and health habits.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy
____ 3. More generally stated in policy

Status as a Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

FORM 5—Program Objectives

**CENTERS
and
HOMES**

**(Central organization or
supervising agency completes form)**

Organization ______________________ Address ______________________

Completed by ______________________ Date ______________________

DIRECTIONS: This form establishes objectives that can be used in evaluating the day care programs at the facilities supervised by your organization. Objectives should vary from program to program. The scoring of this form permits the programs of different facilities to be compared.

This form is based on the assumption that what is stated in formal policy, what an individual feels is most important, and what objectives are chosen as goals to actively work towards are not always identical. The reasons for these differences provide important information that will help to improve the delivery of day care service.

Choices are to be made between eighteen objectives. Each objective is compared to each of the others, making a total of 153 pairs. All the objectives represent positive or beneficial activities. Choose which of two objectives you feel is preferred by:

1. **Formal Policy:** Your understanding of the facility's contract, operating manual, or whatever is considered to be its official written source of supervision
2. **Important:** Your own feelings and understanding about what is important for the care of young children in day care.
3. **Working Objective:** The facility's working objectives in light of its actual situation (in practical terms regarding its setup, staff, and clients).

For each of the 153 pairs of objectives, there should be three indicators of preference (3 checks, one in each column). The exception is if your agency does not have formal written policies regarding the program in its day care facilities. In this case, do not complete the column about formal policy.

Make your decision about the importance of the objectives *without* particular groups or situations in mind. That judgment refers to day care in general. However, when choosing the preferred working objectives, do keep the particulars of the facility's individual situation in mind.

		Formal	Important	Working
1.	Provide a situation that imparts a sense of order, discipline, and predictability to the child			
	or			
	Encourage the child to experiment in his thinking and verbalization			
2.	Foster a positive or valued self-image			
	or			
	Encourage a warm, affectionate relationship with the caretaker			
3.	Encourage the child to experiment in his activities			
	or			
	Foster the belief that adults are excellent sources of information and guidance			
4.	Encourage give-and-take among children, minimizing adult intervention			
	or			
	Provide a situation that imparts a sense of order, discipline, and predictability to the child			
5.	Develop the ability to persist towards completion			
	or			
	Provide planned activities designed to give children a headstart on academic skills			
6.	Encourage a warm, affectionate relationship with the caretaker			
	or			
	Utilize a full range of activities (such as art or large-muscle games) to promote cognitive development			
7.	Foster the motivation to be an achiever			
	or			
	Foster a sense of competence and ability in the child			
8.	Encourage give-and-take among children, minimizing adult intervention			
	or			
	Foster the belief that adults are excellent sources of information and guidance			

	Formal	Important	Working
9. Help children to enjoy themselves.	____	____	____
or			
Encourage the child to experiment in his activities	____	____	____
10. Help the child feel safe in the day care situation	____	____	____
or			
Develop the ability to persist towards completion	____	____	____
11. Foster the motivation to be an achiever	____	____	____
or			
Encourage a warm, affectionate relationship with the caretaker	____	____	____
12. Provide planned activities designed to give children a head start on academic skills	____	____	____
or			
Foster a positive or valued self-image	____	____	____
13. Provide esthetic experiments	____	____	____
or			
Utilize spontaneous occurrences to foster cognitive development	____	____	____
14. Foster a sense of competence and ability in the child	____	____	____
or			
Provide a situation that imparts a sense of order, discipline and predictability to the child	____	____	____
15. Encourage acceptance of the caretaker's supervision	____	____	____
or			
Help the child feel safe in the day care situation	____	____	____
16. Utilize a full range of activities (such as art or large-muscle games) to promote cognitive development	____	____	____
or			
Encourage the child to experiment in his activities	____	____	____

	Formal	Impor-tant	Work-ing
17. Foster a positive or valued self-image	______	______	______
or			
Develop the ability to persist towards completion	______	______	______
18. Encourage acceptance of the caretaker's supervision.	______	______	______
or			
Encourage a warm, affectionate relationship with the caretaker	______	______	______
19. Help children to enjoy themselves	______	______	______
or			
Provide planned activities designed to give children a head start on academic skills	______	______	______
20. Help the child feel safe in the day care situation	______	______	______
or			
Encourage the child to experiment in his thinking and verbalization	______	______	______
21. Foster a sense of competence and ability in the child	______	______	______
or			
Foster the belief that adults are excellent sources of information and guidance	______	______	______
22. Foster a positive or valued self-image	______	______	______
or			
Utilize a full range of activities (such as art or large-muscle games) to promote cognitive development	______	______	______
23. Provide a situation which imparts a sense of order, discipline, and predictability to the child	______	______	______
or			
Provide esthetic experiences	______	______	______
24. Encourage a warm, affectionate relationship with the caretaker	______	______	______
or			
Encourage the child to experiment in his activities	______	______	______

	Formal	Important	Working
25. Help the child feel safe in the day care situation	______	______	______
or			
Foster a sense of competence and ability in the child	______	______	______
26. Foster the motivation to be an achiever	______	______	______
or			
Encourage acceptance of the caretaker's supervision	______	______	______
27. Foster the belief that adults are excellent sources of information and guidance	______	______	______
or			
Utilize a full range of activities (such as art or large-muscle games) to promote cognitive development	______	______	______
28. Impart the skills necessary for the requirements of social living	______	______	______
or			
Encourage the child to experiment in his activities	______	______	______
29. Provide a situation that imparts a sense of order, discipline, and predictability to the child	______	______	______
or			
Develop the ability to persist towards completion	______	______	______
30. Utilize a full range of activities (such as art or large-muscle games) to promote cognitive development	______	______	______
or			
Help the child feel safe in the day care situation	______	______	______
31. Provide planned activities designed to give children a head start on academic skills	______	______	______
or			
Encourage the child to experiment in his thinking and verbalization	______	______	______
32. Encourage give-and-take among children, minimizing adult intervention	______	______	______
or			
Foster a positive or valued self-image	______	______	______

	Formal	Important	Working
33. Utilize spontaneous occurrences to foster cognitive development	____	____	____
or			
Provide a situation that imparts a sense of order, discipline, and predictability to the child	____	____	____
34. Foster the belief that adults are excellent source of information and guidance	____	____	____
or			
Foster a positive or valued self-image	____	____	____
35. Encourage acceptance of the caretaker's supervision	____	____	____
or			
Foster a sense of competence and ability in the child	____	____	____
36. Encourage a warm, affectionate relationship with the caretaker	____	____	____
or			
Help children to enjoy themselves	____	____	____
37. Provide esthetic experiences	____	____	____
or			
Develop the ability to persist towards completion	____	____	____
38. Utilize a full range of activities (such as art or large-muscle games) to promote cognitive development	____	____	____
or			
Foster the motivation to be an achiever	____	____	____
39. Help the child feel safe in the day care situation	____	____	____
or			
Impart the skills necessary for the requirements of social living	____	____	____
40 Utilize a full range of activities (such as art or large-muscle games) to promote cognitive development	____	____	____
or			
Foster a sense of competence and ability in the child	____	____	____

		Formal	Impor-tant	Work-ing
41.	Encourage acceptance of the caretaker's supervision			
	or			
	Provide planned activities designed to give children a head start on academic skills			
42.	Provide a situation that imparts a sense of order, discipline, and predictability to the child			
	or			
	Foster a positive or valued self-image			
43.	Foster the belief that adults are excellent sources of information and guidance			
	or			
	Impart the skills necessary for the requirements of social living			
44.	Foster the motivation to be an achiever			
	or			
	Encourage the child to experiment in his thinking and verbalization			
45.	Utilize spontaneous occurrences to foster cognitive development			
	or			
	Encourage give-and-take among children, minimizing adult intervention			
46.	Help the child feel safe in the day care situation			
	or			
	Provide esthetic experiences			
47.	Foster the motivation to be an achiever			
	or			
	Help children to enjoy themselves			
48.	Foster a sense of competence and ability in the child			
	or			
	Encourage a warm, affectionate relationship with the caretaker			

	Formal	Important	Working
49. Encourage the child to experiment in his thinking and verbalization	____	____	____
or			
Impart the skills necessary for the requirements of social living	____	____	____
50. Utilize a full range of activities (such as art or large-muscle games) to promote cognitive development	____	____	____
or			
Develop the ability to persist towards completion	____	____	____
51. Provide a situation that imparts a sense of order, discipline, and predictability to the child	____	____	____
or			
Provide planned activities designed to give children a head start on academic skills	____	____	____
52. Foster the belief that adults are excellent sources of information and guidance	____	____	____
or			
Encourage acceptance of the caretaker's supervision	____	____	____
53. Help the child feel safe in the day care situation	____	____	____
or			
Provide a situation which imparts a sense of order, discipline, and predictability to the child	____	____	____
54. Provide esthetic experiences	____	____	____
or			
Impart the skills necessary for the requirements of social living	____	____	____
55. Encourage the child to experiment in his activities	____	____	____
or			
Foster a sense of competence and ability in the child	____	____	____
56. Foster a positive or valued self-image	____	____	____
or			
Foster the motivation to be an achiever	____	____	____

		Formal	Impor-tant	Work-ing
57.	Utilize a full range of activities (such as art or large-muscle games) to promote cognitive development	______	______	______
	or			
	Encourage acceptance of the caretaker's supervision	______	______	______
58.	Encourage give-and-take among children, minimizing adult intervention	______	______	______
	or			
	Encourage a warm affectionate relationship with the caretaker	______	______	______
59.	Develop the ability to persist towards completion	______	______	______
	or			
	Utilize spontaneous occurrences to foster cognitive development	______	______	______
60.	Encourage give-and-take among children, minimizing adult intervention	______	______	______
	or			
	Help the child feel safe in the day care situation	______	______	______
61.	Provide planned activities designed to give children a head start on academic skills	______	______	______
	or			
	Foster the belief that adults are excellent sources of information and guidance	______	______	______
62.	Utilize spontaneous occurrences to foster cognitive development	______	______	______
	or			
	Encourage the child to experiment in his activities	______	______	______
63.	Impart the skills necessary for the requirements of social living	______	______	______
	or			
	Help children to enjoy themselves	______	______	______
64.	Utilize a full range of activities (such as art or large-muscle games) to promote cognitive development	______	______	______
	or			
	Provide esthetic experiences	______	______	______

		Formal	Important	Working
65.	Foster the motivation to be an achiever			
	or			
	Provide a situation that imparts a sense of order, discipline, and predictability to the child			
66.	Foster a sense of competence and ability in the child			
	or			
	Encourage the child to experiment in his thinking and verbalization			
67.	Help the child feel safe in the day care situation			
	or			
	Foster a positive or valued self-image			
68.	Provide planned activities designed to give children a head start on academic skills			
	or			
	Encourage a warm, affectionate relationship with the caretaker			
69.	Foster the belief that adults are excellent sources of information and guidance			
	or			
	Foster the motivation to be an achiever			
70.	Develop the ability to persist towards completion			
	or			
	Impart the skills necessary for the requirements of social living			
71.	Help children to enjoy themselves			
	or			
	Provide esthetic experiences			
72.	Foster a sense of competence and ability in the child			
	or			
	Utilize spontaneous occurrences to foster cognitive development			

		Formal	Important	Working
73.	Provide a situation which imparts a sense of order, discipline, and predictability to the child			
	or			
	Encourage a warm, affectionate relationship with the caretaker			
74.	Encourage the child to experiment in his activities			
	or			
	Foster a positive or valued self-image			
75.	Foster the belief that adults are excellent sources of information and guidance			
	or			
	Encourage the child to experiment in his thinking and verbalization			
76.	Help children to enjoy themselves			
	or			
	Foster a sense of competence and ability in the child			
77.	Provide esthetic experiences			
	or			
	Encourage acceptance of the caretaker's supervision			
78.	Encourage give-and-take among children, minimizing adult intervention			
	or			
	Provide planned activities designed to give children a head start on academic skills			
79.	Encourage a warm, affectionate relationship with the caretaker			
	or			
	Develop the ability to persist towards completion			
80.	Foster the belief that adults are excellent sources of information and guidance			
	or			
	Provide a situation which imparts a sense of order, discipline, and predictability to the child			

	Formal	Impor-tant	Work-ing
81. Encourage a warm, affectionate relationship with the caretaker			
or			
Encourage the child to experiment in his thinking and verbalization			
82. Impart the skills necessary for the requirements of social living			
or			
Encourage acceptance of the caretaker's supervision			
83. Encourage the child to experiment in his activities			
or			
Help the child feel safe in the day care situation			
84. Foster the motivation to be an achiever			
or			
Utilize spontaneous occurrences to foster cognitive development			
85. Develop the ability to persist towards completion			
or			
Encourage give-and-take among children, minimizing adult supervision			
86. Provide planned activities designed to give children a head start on academic skills			
or			
Provide esthetic experiences			
87. Foster the belief that adults are excellent sources of information and guidance			
or			
Encourage a warm, affectionate relationship with the caretaker			
88. Encourage acceptance of the caretaker's supervision			
or			
Help children to enjoy themselves			

		Formal	Important	Working
89.	Provide a situation that imparts a sense of order, discipline, and predictability to the child	___	___	___
	or			
	Impart the skills necessary for the requirements of social living	___	___	___
90.	Encourage the child to experiment in his activities	___	___	___
	or			
	Provide esthetic experiences	___	___	___
91.	Utilize a full range of activities (such as art or large-muscle games) to promote cognitive development	___	___	___
	or			
	Encourage give-and-take among children, minimizing adult intervention	___	___	___
92.	Develop the ability to persist towards completion	___	___	___
	or			
	Foster the belief that adults are excellent sources of information and guidance	___	___	___
93.	Encourage the child to experiment in his thinking and verbalization	___	___	___
	or			
	Utilize spontaneous occurrences to foster cognitive development	___	___	___
94.	Foster the motivation to be an achiever	___	___	___
	or			
	Provide esthetic experiences	___	___	___
95.	Foster a sense of competence and ability in the child	___	___	___
	or			
	Provide planned activities designed to give children a head start on academic skills	___	___	___
96.	Provide a situation that imparts a sense of order, discipline, and predictability to the child	___	___	___
	or			
	Encourage the child to experiment in his activities	___	___	___

	Formal	Important	Working
97. Encourage acceptance of the caretaker's supervision	______	______	______
or			
Develop the ability to persist towards completion	______	______	______
98. Encourage give-and-take among children, minimizing adult intervention	______	______	______
or			
Impart the skills necessary for the requirements of social living	______	______	______
99. Provide esthetic experiences	______	______	______
or			
Encourage a warm, affectionate relationship with the caretaker	______	______	______
100. Utilize a full range of activities (such as art or large-muscle games) to promote cognitive development	______	______	______
or			
Encourage the child to experiment in his thinking and verbalization	______	______	______
101. Encourage acceptance of the caretaker's supervision	______	______	______
or			
Utilize spontaneous occurrences to foster cognitive development	______	______	______
102. Foster the motivation to be an achiever	______	______	______
or			
Provide planned activities designed to give children a head start on academic skills	______	______	______
103. Provide a situation that imparts a sense of order, discipline, and predictability to the child	______	______	______
or			
Help children to enjoy themselves	______	______	______
104. Encourage the child to experiment in his activities	______	______	______
or			
Develop the ability to persist towards completion	______	______	______

	Formal	Important	Working
105. Foster a positive or valued self-image	______	______	______
or			
Help children to enjoy themselves	______	______	______
106. Encourage a warm, affectionate relationship with the caretaker	______	______	______
or			
Impart the skills necessary for the requirements of social living	______	______	______
107. Foster the motivation to be an achiever	______	______	______
or			
Encourage the child to experiment in his activities	______	______	______
108. Provide esthetic experiences	______	______	______
or			
Encourage give-and-take among children, minimizing adult intervention	______	______	______
109. Encourage the child to experiment in his thinking and verbalization	______	______	______
or			
Develop the ability to persist towards completion	______	______	______
110. Foster a positive or valued self-image	______	______	______
or			
Utilize spontaneous occurrences to foster cognitive development	______	______	______
111. Provide planned activities designed to give children a headstart on academic skills	______	______	______
or			
Utilize a full range of activities (such as art or large-muscle games) to promote cognitive development	______	______	______
112. Foster the belief that adults are excellent sources of information and guidance	______	______	______
or			
Help children to enjoy themselves	______	______	______

	Formal	Important	Working
113. Foster a sense of competence and ability in the child			
or			
Provide esthetic experiences			
114. Foster the motivation to be an achiever			
or			
Develop the ability to persist towards completion			
115. Encourage acceptance of the caretaker's supervision			
or			
Foster a positive or valued self-image			
116. Encourage the child to experiment in his activities			
or			
Provide planned activities designed to give children a headstart on academic skills			
117. Provide esthetic experiences			
or			
Encourage the child to experiment in his thinking and verbalization			
118. Encourage give-and-take among children, minimizing adult intervention			
or			
Foster a sense of competence and ability in the child			
119. Foster the belief that adults are excellent sources of information and guidance			
or			
Help the child feel safe in the day care situation			
120. Foster a sense of competence and ability in the child			
or			
Foster a positive or valued self-image			

	Formal	Important	Working
121. Encourage the child to experiment in his activities			
or			
Encourage the child to experiment in his thinking and verbalization			
122. Provide planned activities designed to give children a head start on academic skills			
or			
Utilize spontaneous occurrences to foster cognitive development			
123. Help children to enjoy themselves			
or			
Encourage give-and-take among children, minimizing adult intervention			
124. Provide a situation that imparts a sense of order, discipline and predictability to the child			
or			
Encourage acceptance of the caretaker's supervision			
125. Provide esthetic experiences			
or			
Foster the belief that adults are excellent sources of information and guidance			
126. Help the child feel safe in the day care situation			
or			
Foster the motivation to be an achiever			
127. Develop the ability to persist towards completion			
or			
Help children to enjoy themselves			
128. Impart the skills necessary for the requirements of social living			
or			
Utilize spontaneous occurrences to foster cognitive development			

	Formal	Important	Working
129. Provide planned activities designed to give children a head start on academic skills			
or			
Help the child feel safe in the day care situation			
130. Encourage give-and-take among children, minimizing adult intervention			
or			
Encourage acceptance of the caretaker's supervision			
131. Foster a sense of competence and ability in the child			
or			
Impart the skills necessary for the requirements of social living			
132. Foster the belief that adults are excellent sources of information and guidance			
or			
Utilize spontaneous occurrences to foster cognitive development			
133. Utilize a full range of activities (such as art or large-muscle games) to promote cognitive development			
or			
Provide a situation that imparts a sense of order, discipline, and predictability to the child			
134. Help the child feel safe in the day care situation			
or			
Help children to enjoy themselves			
135. Foster a positive or valued self-image			
or			
Encourage the child to experiment in his thinking and verbalization			
136. Impart the skills necessary for the requirements of social living			
or			
Provide planned activities designed to give children a headstart on academic skills			

	Formal	Important	Working
137. Help the child feel safe in the day care situation	______	______	______
or			
Utilize spontaneous occurrences to foster cognitive development	______	______	______
138. Encourage acceptance of the caretaker's supervision	______	______	______
or			
Encourage the child to experiment in his activities	______	______	______
139. Utilize a full range of activities (such as art or large-muscle games) to promote cognitive development	______	______	______
or			
Help children to enjoy themselves	______	______	______
140. Develop the ability to persist towards completion	______	______	______
or			
Foster a sense of competence and ability in the child	______	______	______
141. Encourage the child to experiment in his thinking and verbalization	______	______	______
or			
Encourage give-and-take among children, minimizing adult intervention	______	______	______
142. Provide esthetic experiences	______	______	______
or			
Foster a positive or valued self-image	______	______	______
143. Encourage a warm, affectionate relationship with the caretaker	______	______	______
or			
Help the child feel safe in the day care situation	______	______	______
144. Foster the motivation to be an achiever	______	______	______
or			
Impart the skills necessary for the requirements of social living	______	______	______
145. Utilize spontaneous occurrences to foster cognitive development	______	______	______
or			
Help children to enjoy themselves	______	______	______

	Formal	Important	Working
146. Utilize spontaneous occurrences to foster cognitive development	______	______	______
or			
Utilize a full range of activities (such as art or large-muscle games) to promote cognitive development	______	______	______
147. Encourage the child to experiment in his thinking and verbalization	______	______	______
or			
Encourage acceptance of the caretaker's supervision	______	______	______
148. Encourage give-and-take among children, minimizing adult intervention	______	______	______
or			
Encourage the child to experiment in his activities	______	______	______
149. Impart the skills necessary for the requirements of social living	______	______	______
or			
Foster a positive or valued self-image	______	______	______
150. Encourage a warm, affectionate relationship with the caretaker	______	______	______
or			
Utilize spontaneous occurrences to foster cognitive development	______	______	______
151. Help children to enjoy themselves	______	______	______
or			
Encourage the child to experiment in his thinking and verbalization	______	______	______
152. Utilize a full range of activities (such as art or large-muscle games) to promote cognitive development	______	______	______
or			
Impart the skills necessary for the requirements of social living	______	______	______
153. Foster the motivation to be an achiever	______	______	______
or			
Encourage give-and-take among children, minimizing adult intervention	______	______	______

FORM 6—Administrative and Supporting Services Information

CENTERS

(In-House Operating Manual)

Date Completed ______________

Name of Center ____

Address ____

(Street) (City) (Zip Code)

Phone ______________ Director ______________________________

Name and title of person completing this form, if other than director:

____

INSTRUCTIONS: Twelve special sections follow the main body of this form. They are to be completed only if the main question so indicates. Wherever this form requests specific location, give complete information to enable any person given access to records to locate the particular records or documents in question.

A. Regulation:

1. Is your center licensed by the state through inspection by a state official?

☐ Yes ☐ No

If Yes,

a) What kind of license does your center currently have? ☐ Full ☐ Temporary

b) How long has your center been licensed by the state? ______ Years ______ Months

c) Where is the state license located in the center?

____

d) About how often is your center visited for *license renewal* (as opposed to supervision) by a representative of the state?

____

e) Does the same person usually visit your center for state licensing renewal each time?

☐ Yes ☐ No ☐ Don't know ☐ Does not apply

f) If yes, can you supply this person's name:

____

2. Is your center visited periodically by a state representative for *supervision, advice,* or *evaluation* (as opposed to license renewal)?

☐ Yes ☐ No ☐ Don't know ☐ Does not apply

a) If yes, about how often are these visits made?

____

b) Does the same person usually visit for supervision?

☐ Yes ☐ No ☐ Don't know

If yes,

(1) Is it the same person who visits for license renewal?

☐ Yes ☐ No ☐ Don't know ☐ Does not apply

(2) If it is not the same person who visits for license renewal can you supply this person's name?

____

3. Have you ever requested a visit from or talked by phone to the state for advice or consultation.

☐ Yes ☐ No

If yes,

a) From the center's point of view, were these visits or calls satisfactorily concluded? Please specify:

____

____

____

4. Is your center licensed by the city in which it is located?

☐ Yes ☐ No

If yes,

a) Which city departments visit your center for licensing?

☐ City Board of Health ☐City Building Department
☐ City Fire Department ☐Other (specify) ____________________

b) How long has your center been licensed by the city?

__________ Years ________ Months

c) Where is the city license located in the center?

____

d) About how often are you visited for *license renewal* (as opposed to supervision) by a representative of the city?

____

e) Does (do) the same person(s) visit your center for city license renewal each time?

☐ Yes ☐ No ☐ Don't know ☐ Does not apply

f) If yes, can you supply these persons' names and the city department they represent:

____

____

5. Are you visited periodically by the city for *supervision, advice,* or *evaluation* (as opposed to license renewal)? ☐ Yes ☐ No

a) If yes, specify the city department(s): ____________________

____

b) About how often are these visits made? ____________________

c) Does the same person usually visit for supervision?

☐ Yes ☐ No ☐ Don't know

d) If yes, can you supply this person's name? ____________________

6. Have you ever requested a visit from or talked by phone to a city department for advice or consultation?

☐ Yes ☐ No

If yes,

a) From the center's point of view, were these visits satisfactorily concluded? Please specify:

____

____

____

B. Endorsing Agencies:

(These questions are aimed at determining whether your center, either voluntarily or by requirement, has standards other than those set down as minimums by the state or the city for licensing.)

1. If your center directly or indirectly receives funds from Model Cities, state grants-in-aid, Head Start, etc., list the funding agencies here: (Do not include cases in which families qualify for subsidy and you get government funds because the family chose to come to you, without a visit or some kind of investigation on the part of the funding agency. But if the funding agency goes through a process of approving your center beyond just checking to see if you are licensed, then you include that agency.)

____

____

____

2. If your center is *endorsed* by an agency (as distinguished from supervised or licensed) such as the Child Welfare League of America or is *certified* as providing a particular level of service (such as those set forth by the Federal Interagency Requirements) list: (1) the title of these endorsements and certifications; (2) whether a center inspection, an examination of records, or an application was required to gain this status; and (3) where the certifying or endorsing documents (if any) are located.

a) Title ______________________________

By inspection ☐ By application ☐ By examination of records ☐

Document located ______________________________

b) Title ______________________________

By inspection ☐ By application ☐ By examination of records ☐

Document located ______________________________

C. Guides:

List the full titles of your operating manual or contract (if any) and any such guides to operation that you are firmly committed to following. (If any of the guides you follow voluntarily have selections to which you are *not* committed, please note which sections these are after the title.) Also list the exact location of these documents within your agency. (If the closest thing you have to an operating manual is a booklet prepared for public relations or for the information of parents, then list it and label it according to what it is. Please enclose a copy if one is available.)

1. Title ______________________________

Sections not used ______________________________

Location of document ______________________________

2. Title ______________________________

Sections not used ______________________________

Location of document ______________________________

3. Title ______________________________

Sections not used ______________________________

Location of document ______________________________

D. **Description of Center:**

Please check *all* items that accurately describe your center:

1. ____ Proprietary or operated for profit
2. ____ Not-for-profit
3. ____ Independent center (basically self-directed and self-sustaining, hires its own staff, does not receive outside funding – except for possibly free or reduced-rate use of premises)
4. ____ Co-operative
5. ____ Church-related (having a relationship with a particular church or religious organization that goes beyond merely using their premises)
6. ____ Affiliated with a union (a union offering services to its own members and their children)
7. ____ Affiliated with a college or university. (If you occasionally allow students from a college to observe or practice in your center, then you are not affiliated but simply are doing the college a favor, but if your staff really trained and helped to evaluate students, then you are affiliated. Good criteria for affiliation versus doing favors might include whether the college gives financial support or provides substantial services and also whether there are any substantial supervisory connections between the college and center.) Check all statements that apply.
   - ☐ Providing training in child care and child development for students
   - ☐ Providing services for the children of the school's students or employees
   - ☐ Providing services for the surrounding community
8. ____ Affiliated with a hospital. Check all statements that apply:
   - ☐ Providing training for staff or students
   - ☐ Providing services for the children of the hospital's employees
   - ☐ Providing services for the surrounding community
9. ____ Affiliated with a company not primarily in business to provide day care or social services. Check all statements that apply:
   - ☐ Providing services for the children of the company's employees
   - ☐ Providing services for the surrounding community
10. ____ Member of a day care network (run under the auspices of a larger organization that supports other centers or provides other social services; the center is part of the larger organization and not related to it merely by contract).
    NOTE: If you checked #10, please complete **Special Section I.**

11. ____ Associated center. (This category refers to centers, or organizations of centers, that *are more loosely tied to another agency than the network centers*, described in #10, above *are to their organization.* The association of these centers with the other agency (or their parent organizations) is likely to be by contract or grant for specific reasons, such as stating that the other party will fund or give their support to the center if the center guarantees service of a particular quality or service to a particular clientele. The center or its organization maintains a great deal of authority over its own functioning. Examples would be centers or network of centers receiving substantial grants-in-aid through the state, federal, or local government, or funds from large private endowments.)

NOTE: If you checked #11, please complete **Special Section II.**

E. **Consultants and Specialists:**

(The following questions refer to individual center employees and outside consulting agencies *other than* organizations referred to in # 10 or # 11 in Section D above.)

1. Does a center employee or an outside agency, institution, company, or individual give you advice and consultation or help you procure services?

☐ Yes ☐ No ☐ Don't know

2. Does a center employee or an outside agency, institution, company, or individual provide you with actual services (as opposed to consultation or advice)?

☐ Yes ☐ No ☐ Don't know

If yes to either of the above two questions, complete **Special Section III.**

F **Recruitment and Assignment**

1. Please *estimate* the percentage of your current total day care enrollment in the following categories:

a)	**Race or Ethnic Group**	**Percent**
(1)	American Indian	______ %
(2)	Black	______ %
(3)	Caucasian	______ %
(4)	Oriental	______ %
(5)	Spanish-surnamed	______ %
(6)	Other (specify) __________	______ %
	__________	______ %
	Total	100%

b)	**Economic Levels**	**Percent**
	(Use the center's definition of what constitutes each income level)	
(1)	Upper income	______ %
(2)	Middle Income	______ %
(3)	Lower middle income	______ %
(4)	Disadvantaged or poverty level	______ %
	Total	100%

c) **Residence of Children** **Percent**

(1) From community in which center is located ______%

What do you consider to be the boundaries of that community?

____

____

(2) From surrounding communities ______%

Total 100%

2. How many non-English-speaking children are enrolled? ____________

If applicable,

a) How many teachers speak the language of these children? ____________

b) How many volunteers are active in the center who speak the language of these children? ____________

3. How many bilingual children are enrolled? ____________

If applicable,

a) How many teachers speak the other language of these children? ____________

b) How many volunteers are active in the center who speak the other language of these children? ____________

4. Are you required by contract or policy to *admit quotas of children* or give preference in admission to children based on their ethnicity, race, economic background, locale of residence, or some affiliation of the parents?

☐ Yes ☐ No

If yes, complete **Special Section IV.**

5. Are you required by contract or policy to *hire staff* by quotas or give preference to individuals based on their ethnicity, race, sex, economic background, locale of residence, relationship to attending children, or some affiliation?

☐ Yes ☐ No

If yes, complete **Special Section V.**

6. Are you required by contract or policy to *recruit volunteers* in quotas or give preference in seeking individuals based on their ethnicity, race, sex, age, economic background, locale of residence, or relationship to attending children?

☐ Yes ☐ No

If yes, complete **Special Section VI.**

7. Child recruitment.

a) Is your program enrolled to an extent satisfactory to the center for efficient use of staff and space? ______________________________

b) If you have used (directly or indirectly) any of the child recruitment procedures listed below, specify for each procedure used:

(1) By circling the appropriate number, rank how much the procedure has been used, where 1 signifies most often used and 5 least often; and
(2) Whether the procedure has been effective.
(3) Whether this procedure is only undertaken under special conditions of needing more clients or easy access for opportunity to use procedure.

Recruitment Procedure	By circling appropriate number, rank from 1 to 5 by amount used	Is this procedure considered effective (check if Yes)	Done only under special conditions (check if Yes)
(a) Encouraging referral by day care parents or staff	1 2 3 4 5	________	________
(b) Registration with sponsoring organization or other agency which refers.			
________ (specify agency)	1 2 3 4 5	________	________
________ (specify agency)	1 2 3 4 5	________	________
________ (specify agency)	1 2 3 4 5	________	________
(c) Advertisement on local bulletin boards	1 2 3 4 5	________	________
(d) Neighborhood canvassing	1 2 3 4 5	________	________
(e) Distribution of flyers in neighborhood	1 2 3 4 5	________	________
(f) Notice to local groups.			
(1) School organizations	1 2 3 4 5	________	________
(2) Large local employers	1 2 3 4 5	________	________
(3) Civic groups (including welfare rights, women's groups)	1 2 3 4 5	________	________
(4) Church groups	1 2 3 4 5	________	________
(5) Welfare workers in the community	1 2 3 4 5	________	________
(g) Advertisement in local paper	1 2 3 4 5	________	________
(h) Advertisement in general circulation newspaper or professional journals	1 2 3 4 5	________	________
(i) Telephone book (yellow pages)	1 2 3 4 5	________	________
(j) Bus with center's name and phone	1 2 3 4 5	________	________

c) If your center has problems in child recruitment, do they seem due to: (check all statements that apply)

☐ Recruitment efforts not vigorous enough
☐ Not enough applicants in general
☐ Not enough applicants in the particular categories required by policy
☐ Too many children needing specialized care are applying
☐ Fees seem too high to a large number of applicants
☐ Location of center or local public transportation is inconvenient
☐ Hours of center operation are not convenient to many applicants
☐ Outdoor space and equipment seem inadequate to some parents
☐ Indoor space and equipment seem inadequate to some parents
☐ Other (specify) ____________________

____

d) Person(s) primarily responsible for child recruitment and screening

____________________ ____________________
(Name) (Title)

____________________ ____________________
(Name) (Title)

8. Staff recruitment and assignment:

a) Is your center fully staffed at this time?

☐ Yes ☐ No

b) List the major staff positions in your center. Then for *each* position state: (1) the number of individuals assigned; (2) position requirements (such as age, education or experience); and (3) the title of the supervisor. Use a line to link any positions that are filled by the same individual. (For example, if the director is also a teacher, or a kitchen aide is also a classroom aide).

(1) Position ____________________ Number assigned ____________
Requirements ____________________
____
Title of Supervisor ____________________

(2) Position ____________________ Number assigned ____________
Requirements ____________________
____
Title of Supervisor ____________________

(3) Position ____________________ Number assigned ____________
Requirements ____________________
____
Title of Supervisor ____________________

(4) Position ____________________ Number assigned ____________
Requirements ____________________
____
Title of Supervisor ____________________

(5) Position ______________________ Number assigned ____________

Requirements ____

____

Title of Supervisor ____

(6) Position ______________________ Number assigned ____________

Requirements ____

____

Title of Supervisor ____

(7) Position ______________________ Number assigned ____________

Requirements ____

____

Title of Supervisor ____

(8) Position ______________________ Number assigned ____________

Requirements ____

____

Title of Supervisor ____

(9) Position ______________________ Number assigned ____________

Requirements ____

____

Title of Supervisor ____

(10) Position ______________________ Number assigned ____________

Requirements ____

____

Title of Supervisor ____

c) If your center has problems in staff recruitment do they seem due to: (check all statements that apply)

☐ Not enough applicants in general
☐ Not enough applicants in the particular categories required by policy
☐ Not enough qualified applicants
☐ Low salaries
☐ Working hours
☐ Location of center or inconvenience of public transportation
☐ Other (specify) ____

d) Person(s) primarily responsible for recruiting and screening staff applications

____
(Name) (Title)

____
(Name) (Title)

e) Whose influence is most decisive regarding hiring matters?

☐ A source outside the center
☐ Immediate supervisor
☐ An advisory board or board of directors
☐ Center director
☐ Other (specify)________________________________

9. Volunteer recruitment:

a) Does your center have enough volunteer help?

☐ Yes ☐ No ☐ Not applicable

Answer the rest of this section only if your center has or wants to have volunteer help.

b) For each volunteer recruitment procedure that has ever been used (directly or indirectly in your center), please specify below:

(1) By circling the appropriate number, rank how much the procedure has been used, where 1 signifies most often used and 5 least often.

(2) Whether the procedure has been effective

(3) Whether this procedure is only undertaken under special conditions of needing more volunteers or easy access to opportunity to use the procedure.

Recruitment Procedure	By circling appropriate number, rank from 1 to 5 by amount used	Is this procedure considered effective (check if Yes)	Done only under special conditions (check if Yes)
(a) Encouraging referral by day care parents and/or staff	1 2 3 4 5		
(b) Registration with sponsoring organizations or other agency which refers			
____________ (specify agency)	1 2 3 4 5		
____________ (specify agency)	1 2 3 4 5		
(c) Advertisement on local bulletin boards	1 2 3 4 5		
(d) Neighborhood canvassing	1 2 3 4 5		
(e) Distribution of flyers in neighborhood	1 2 3 4 5		
(f) Notice to local groups			
(1) School organizations	1 2 3 4 5		
(2) Large local employers	1 2 3 4 5		
(3) Civic groups (Including welfare rights, women's groups)	1 2 3 4 5		
(4) Church groups	1 2 3 4 5		
(5) Welfare workers in the community	1 2 3 4 5		
(g) Advertisement in local paper	1 2 3 4 5		
(h) Advertisement in general circulation newspapers or professional journals	1 2 3 4 5		

c) If your center has problems in volunteer recruitment, do they seem due to: (check all statements that apply)

☐ Not enough applicants in general
☐ Not enough applicants in the particular categories required by policy
☐ Not enough talented or skilled applicants, or not a broad enough range of talents offered by applicants
☐ Location of center or inconvenience of public transportation
☐ Volunteers often not able to give as much time as desirable
☐ Volunteers often cannot serve on a regular schedule (for example, class aide every Tuesday and Thursday morning)
☐ Other (specify) ____________________

d) Person(s) responsible for recruiting and screening volunteers

____________________ (Name) ____________________ (Title)

____________________ (Name) ____________________ (Title)

e) Who assigns volunteers?

____________________ (Title)

f) If assigned to a class or group, is the volunteer primarily responsible to its teacher?

☐ Yes ☐ No

G. Service Procedures

1. Does the center conduct regularly held parent meetings?

☐ Yes ☐ No

If yes, complete **Special Section VII.**

2. Does the center conduct training meetings for volunteers?

☐ Yes ☐ No ☐ Not applicable

If yes, complete **Special Section VIII.**

3. Does the center conduct staff meetings?

☐ Yes ☐ No

If yes, complete **Special Section IX.**

4. Does the center conduct regular advisory board meetings?

☐ Yes ☐ No ☐ Not applicable

If yes, complete **Special Section X.**

5. List the documents, guides, or pamphlets distributed in the last year to parents, staff, and volunteers; place a P,S, or V after the title to indicate the recipient.

____

____

____

____

6. Does the center's operating budget (aside from donations) depend solely on fees paid in?

☐ Yes ☐ No

7. Does your center have a sliding scale for fee assessment?

☐ Yes ☐ No

If yes,

a) How is the balance of reduced fees met? (check all statements that apply)

☐ Subsidized by outside funds
☐ Absorbed by payment of nonreduced fees
☐ Through scholarship fund administered by center with funds raised by other than tuition fees

b) Describe your center's fee scale, giving examples and including income levels and family size if such factors are pertinent to the determination of fees for your center. *Or* attach a copy.

8. Is there a grievance procedure to be followed by the staff when problems or disagreements arise?

☐ Yes ☐ No ☐ Don't know

If yes,

a) Briefly explain this procedure by mentioning when it is to be used, who (name and title) rules on the grievance, and if there is opportunity to appeal the decision to a higher board or committee.

b) To your knowledge, has this procedure ever been used effectively at your center?

☐ Yes ☐ No ☐ Don't know

9. Have regular channels been established for employee suggestions and complaints of less magnitude than grievance?

☐ Yes ☐ No

a) If yes, specify the procedure:

10. Are staff or volunteers' job performance regularly evaluated, either formally or informally?

☐ Yes ☐ No

If yes, complete **Special Section XI.**

11. Has an evaluation of the effectiveness of your program (one that measured a change in the children over a period of time) been performed in your center?

☐ Yes ☐ No

If yes,

(1) Were the findings fed back to the center's policy-making staff?

☐ Yes ☐ No

(2) Were the findings fed back to on-line staff?

☐ Yes ☐ No

(3) State the specific location of any resultant reports on this evaluation effort:

____

____

12. Have any other means of evaluating the center or its program been undertaken?

Any testing of effectiveness or assessment of a particular amount or quality of a procedure or service qualifies as an evaluation so long as it was not so casual as to depend merely on recalled impressions. For example: (1) counting the number of volunteers before and after a particular recruiting technique was used; (2) assessing the materials in a classroom by categories to determine the variety of the children's potential experiences; or (3) reviewing and categorizing the qualifications of staff to match them against the qualifications judged to be the most effective in particular positions in order to determine what qualifications are most important in hiring.

☐ Yes ☐ No

If yes, complete **Special Section XII.**

H. Food Service and Nutrition

1. Indicate which of the following the center provides:

a) ☐ Breakfast
b) ☐ Morning snack
c) ☐ Lunch
d) ☐ Afternoon snack
e) ☐ Supper
f) ☐ Evening snack

2. Where are these meals and snacks prepared? Insert in the blanks the letter from the preceding choices where appropriate. (For example if only morning snack and lunch are served and they are both prepared on the premises, then "b" and "c" should be marked preceding (1) "on the premises.")

____ (1) On the premises
____ (2) Central kitchen system
____ (3) At another day care center
____ (4) Caterer
____ (5) Other (specify) ____________________

a) If meals are prepared on the premises, how was the kitchen equipment obtained? (check all statements that apply)

☐ Nonfood assistance program (federal)
☐ Community donations
☐ Purchased
☐ Installed before premises were occupied by center
☐ Other (specify) ____

b) If meals are prepared on the premises, where is the food purchased from? (Estimate by percent of estimated value. For example, if the food contributed by a source is worth 5 percent of the estimated value of all food used, then score 5% for that source.)

(1)______% Special Food Service Program (federal)
(2)______% USDA donated foods
(3)______% Other government sources
(4)______% Community donations
(5)______% Purchase from regular retail sources
(6)______% Other (specify) ____

3. Who plans the menus? ______________________________

____

a) How far in advance? ______________________________

b) Are snacks as well as meals described on menus?

☐ Yes ☐ No

c) Please *estimate* the *percent* of beverages served at all snacks:

(1) ______% Fresh, frozen, or canned *fruit* juice
(2) ______% Fortified fruit drink (for example, Hi-C)
(3) ______% Unfortified flavored drink
(4) ______% Milk
(5) ______% Milk product drink

d) Please *estimate* the *percent* of solid snack food served at all snacks:

(1) ______% Crackers
(2) ______% Cookies
(3) ______% Canned or fresh fruit
(4) ______% Snack items such as pretzels, "bugles," popcorn
(5) ______% Candy

e) Are provisions made for children and staff who might be on special diets?

☐ Yes ☐ No

f) Does the menu include foods that might be new to the children?

☐ Yes ☐ No

g) Does the menu include foods from different cultural and ethnic backgrounds?

☐ Yes ☐ No

4. Are parents involved in food planning or preparation?

☐ Yes ☐ No

a) How? ______________________________

____

5. Are parents informed of menus?

☐ Yes ☐ No

a) How?

☐ By notice in center
☐ Informally by teacher
☐ Notice sent home

6. Are parents informed of problems encountered at mealtime by their children?

☐ Yes ☐ No ☐ Sometimes

7. Does the budget differentiate between food for children versus food for staff and guests?

☐ Yes ☐ No

I. Records

Give the specific location of the following records and the title of the person responsible for maintaining them. No notation will signify that records are *not* kept on that topic.

Records	Location of Records	Custodian of Records
1. Account books		
2. Supply & equipment inventory		
3. Financial statement & analysis		
4. Fee payment determinations		
5. Board of directors' meetings		
6. Advisory or parent-board meetings		
7. Parent meetings		
8. Staff meetings		
9. Volunteer meetings		
10. Menus		
11. Accident and unusual incident reports		
12. Insurance policies		
13. Plan of activities for each group or class		
14. Summaries of daily events for each group or class		

For the following records, indicate: (1) if they are filed under individual's name or by topic; (2) their specific location (location of individual records need only be given once); and (3) the custodian. No notation will signify that records are *not* kept on that topic.

	(Use check) Filed by			
	Individual	Topic	Location of Records	Custodian of Record
15. Volunteer Records				
Name, address, and phone				
Education				
Age				
Economic situation				
Sex				

	(Use check) Filed by			
	Individual	Topic	Location of Records	Custodian of Record
Job history or experience				
Ethnicity or race				
Health				
Relationship to day care child, if any				
Present assignment				
Hours available for work				
Pertinent interest and talent potentially useful to center				
Hours of services to date				
Volunteer evaluation				
Counseling on career development				
16. Children's Records				
Name, address, phone, age, sex, date of enrollment				
Ethnicity or race				
Family composition				
Family income				
Reason for child's attendance				
Hours of attendance				
Special problems needing accommodation (such as the need for special diet or medication)				
Emergency plan for child in case of illness				
General health and immunization records and documentation				
Conferences with parent				
Staff conferences about individual children				
Findings of hearing screening				

	(Use check) Filed by			
	Individual	Topic	Location of Records	Custodian of Record
Findings of learning disability screening				
Results of any tests administered to child				
Referral and follow-up for social services for family				
Social service provided for family				
Referral and follow-up for medical care				
Referral and follow-up for dental care				
Referral and follow-up for hearing problems				
Referral and follow-up for learning problems				
Referral and follow-up for speech therapy or treatment within agency				
Referral and follow-up for counseling or treatment within agency				
17. Staff Records				
Name, address, phone, age, sex				
Educational background				
Ethnicity or race				
Job history or experience				
Current health records				
Relationship to day care children, if any				
Date of employment				
Present assignment				
Changes in assignment since employment				
Salary and salary changes				

	(Use check) Filed by			
	Individual	Topic	Location of Records	Custodian of Record
Working schedule				
Talents and interests potentially useful to center				
Job evaluation				
Attendance at staff meetings				
Courses or training taken since employment				
Counseling on career development				
Reports of incidents pertaining to staff member				

SPECIAL SECTION I

If you checked #10 in Section D ("Description of Center") indicating that your center is a member of a day care network, complete the following questions:

1. Name of major organization
2. About how many centers are run locally under this organization's auspices
3. What are the major functions of this organization? (Check *one*)
   - ☐ Activities other than social services; the organization provides comprehensive social services (including day care) as an adjunct.
   - ☐ Activities other than social services; the organization provides day care as an adjunct.
   - ☐ Comprehensive social services of which day care is one component.
   - ☐ Social services, mainly those connected with day care.
   - ☐ Day care only.
4. Is this organization:
   - ☐ National
   - ☐ Local

a) If *national*, is your center primarily supervised by, or does your center send the bulk of its regular reports to: (If these supervisory responsibilities are equally shared, you may check two entries.)

☐ A national headquarters outside the local area

____
(Person sent to)

____
(Address)

☐ A national headquarters located in the local area

____
(Person sent to)

____
(Address)

NOTE: If this entry is appropriate, add the specific location in the center of copies of reports submitted to the national headquarters:

____

☐ A local branch office

____
(Person sent to)

____
(Address)

☐ A neighborhood branch office (implies that it covers an area substantially smaller than the city and that there is more than one such office in the area.)

____
(Person sent to)

____
(Address)

b) If *local*, is your center primarily supervised by (or does your center send the bulk of its regular reports to):

☐ A local headquarters ______________________________
(Person sent to)

____
(Address)

☐ A neighborhood branch office ________________________
(Person sent to)

____
(Address)

5. For each area of operation listed below, indicate if this organization provides your center with:

(1) Consultation, advice, or aid in procuring services
(2) Actual service
(3) Whether your center found the advice or services satisfactory and suited to its needs.

	(1) Consultation, Advice, Aid in Procuring Service	(2) Actual Service	(3) Satisfaction Given
Budgeting	☐	☐	☐
Accounting	☐	☐	☐
Purchasing	☐	☐	☐
Co-op purchasing equipment and supplies	☐	☐	☐
Co-op purchasing food	☐	☐	☐
Nutrition planning	☐	☐	☐
Staff training	☐	☐	☐
Volunteer training	☐	☐	☐
Program planning	☐	☐	☐
Curriculum planning	☐	☐	☐
Curriculum equipment and supplies	☐	☐	☐
Psychological screening	☐	☐	☐
Psychological or counseling services	☐	☐	☐
Hearing screening	☐	☐	☐
Inoculation	☐	☐	☐
Health screening	☐	☐	☐
Emergency medical care	☐	☐	☐
Comprehensive medical care	☐	☐	☐
Public relations	☐	☐	☐
Locating donated goods	☐	☐	☐
Client recruitment	☐	☐	☐
Staff recruitment	☐	☐	☐
Volunteer recruitment	☐	☐	☐
Parent or community policy board	☐	☐	☐
General operations and efficiency planning	☐	☐	☐
Self-evaluation	☐	☐	☐
Outside evaluation	☐	☐	☐
Other (specify)			
____________________	☐	☐	☐
____________________	☐	☐	☐
____________________	☐	☐	☐

SPECIAL SECTION II

If you checked #11 in Section D ("Description of Center") indicating that yours is an associated center, answer the following questions.

1. Name of agency with which you are associated

2. Specify what reports (if any) you submit directly to this sponsoring agency and how often they are submitted. Attach a copy of the form used, if any:

3. If your center is also part of a day care network, specify what reports you send to the organization listed in Special Section I for it to eventually submit to the sponsoring agency. Attach a copy of the form used, if any:

4. For each area of operation listed below, indicate if the sponsoring agency provides your center with:

   (1) Consultation, advice, or aid in procuring services
   (2) Actual service
   (3) Whether the center found the advice or services satisfactory and suited to its needs

	(1) Consultation, Advice, Aid in Procuring Service	(2) Actual Service	(3) Satisfaction Given
Budgeting	☐	☐	☐
Accounting	☐	☐	☐
Purchasing	☐	☐	☐
Co-op purchasing equipment and supplies	☐	☐	☐
Co-op purchasing food	☐	☐	☐
Nutrition planning	☐	☐	☐
Staff training	☐	☐	☐
Volunteer training	☐	☐	☐
Program planning	☐	☐	☐
Curriculum planning	☐	☐	☐
Curriculum equipment and supplies	☐	☐	☐
Psychological screening	☐	☐	☐
Psychological or counseling services	☐	☐	☐
Hearing screening	☐	☐	☐
Inoculation	☐	☐	☐
Health screening	☐	☐	☐
Emergency medical care	☐	☐	☐
Comprehensive medical care	☐	☐	☐
Public relations	☐	☐	☐
Locating donated goods	☐	☐	☐

	(1) Consultation, Advice, Aid in Procuring Service	(2) Actual Service	(3) Satisfaction Given
Client recruitment	☐	☐	☐
Staff recruitment	☐	☐	☐
Volunteer recruitment	☐	☐	☐
Parent or community policy board	☐	☐	☐
General operations and efficiency planning	☐	☐	☐
Self-evaluation	☐	☐	☐
Outside evaluation	☐	☐	☐
Other (specify):			
____________________	☐	☐	☐
____________________	☐	☐	☐
____________________	☐	☐	☐

SPECIAL SECTION III

If you checked "yes" to either question in Section E ("Consultants and Specialists"), complete the following questions.

For each area of operation listed below, indicate:

(1) Whether advice, actual service, or both are provided
(2) The name of the provider; state "employee" if applicable
(3) Whether the advice or service is paid for
(4) Whether the center found the advice or service satisfactory and suited to its needs

Consultation and Advice	Actual Service	Area of Operation	Name of Provider	Paid For	Satisfaction Given
☐	☐	Budgeting	____________________	☐	☐
☐	☐	Accounting	____________________	☐	☐
☐	☐	Purchasing techniques	____________________	☐	☐
☐	☐	Co-op purchasing equipment and supplies	____________________	☐	☐
☐	☐	Co-op purchasing food	____________________	☐	☐
☐	☐	Nutrition	____________________	☐	☐
☐	☐	Staff training	____________________	☐	☐
☐	☐	Volunteer training	____________________	☐	☐
☐	☐	Program planning	____________________	☐	☐
☐	☐	Curriculum planning	____________________	☐	☐

Consultation and Advice	Actual Service	Area of Operation	Name of Provider	Paid For	Satisfaction Given
☐	☐	Curriculum equipment and supplies		☐	☐
☐	☐	Psychological screening		☐	☐
☐	☐	Psychological or counseling services		☐	☐
☐	☐	Hearing screening		☐	☐
☐	☐	Inoculation		☐	☐
☐	☐	Health screening		☐	☐
☐	☐	Emergency medical care		☐	☐
☐	☐	Comprehensive medical care		☐	☐
☐	☐	Public relations		☐	☐
☐	☐	Locating donated goods		☐	☐
☐	☐	Client recruitment		☐	☐
☐	☐	Staff recruitment		☐	☐
☐	☐	Volunteer recruitment		☐	☐
☐	☐	Board organization		☐	☐
☐	☐	General operations and efficiency planning		☐	☐
☐	☐	Self-evaluation		☐	☐
☐	☐	Outside evaluation		☐	☐
☐	☐	Other (specify):		☐	☐
☐	☐			☐	☐

SPECIAL SECTION IV

If you checked "yes" to #4 in Section F ("Recruitment and Assignment"), indicating that you are required to admit quotas or give preference to children in particular categories, complete the following questions.

Indicate your admission policies as follows by responding to each question for which there is specification in your center's policy.

The same individuals may be recounted under 1, 2, 3, and 4 below if the admission policies in your contract or policy so state (for example: "Give preference to individuals of a particular racial, economic, and residence group"). You should respond below to each individual category. Then place a check before all the numbers where that category is combined with another in the wording of the policy.

1. Ethnic & racial categories as cited in policy	Percent or number required if so specifically stated	Preference required, not specific quota	Actual number and percent enrolled from this category

2. Economic categories, as cited in policy (if given in actual amounts of income or amounts per family number). Give specific details.	Percent or number required if so specifically stated	Preference required, not specific quota	Actual number and percent enrolled from this category

3. Locale of residence as specified in policy	Percent or number required if so specifically stated	Preference required, not specific quota	Actual number and percent enrolled from this category

4. Affiliation of parents as specified in policy	Percent or number required if so specifically stated	Preference required, not specific quota	Actual number and percent enrolled from this category

SPECIAL SECTION V

If you checked "yes" to #5 in Section F ("Recruitment and Assignment"), indicating that you are required to hire quotas or give preference to individuals in particular categories, complete *one* of the following two questions.

1. **If staff hiring requirements are stated for *total* staff, respond to the following.** (If stated for specific positions or levels of employment, such as teachers or paraprofessionals, skip to question 2 of this section.)

a) Ethnicity, race & sex as cited in policy	Percent or number required if so specifically stated	Preference required, not specific quota	Actual number employed from this category	Percentage of actual day care employees

b)Economic categories as specified in policy	Percent or number required if so specifically stated	Preference required, not specific quota	Actual number employed from this category	Percentage of actual day care employees

c) Locale of residence as specified in policy	Percent or number required if so specifically stated	Preference required, not specific quota	Actual number employed from this category	Percentage of actual day care employees

d) Relationship to day care children as specified in policy	Percent or number required if so specifically stated	Preference required, not specific quota	Actual number employed from this category	Percentage of actual day care employees

e) Affiliation as specified in policy	Percent or number required if so specifically stated	Preference required, not specific quota	Actual number employed from this category	Percentage of actual day care employees

2. **If staff recruitment specifications have been given in the policy for particular positions or employment levels, insert the titles of these positions or levels in the following headings and respond to each one for which there is a specification in the policy.**

a) Staff recruitment quotas or preferences for ______________________________

____
(State position or level)

(1) Ethnicity, race & sex as cited in policy	Percent or number required if so specifically stated	Preference required, not specific quota	Actual number employed from this category	Percentage of actual day care employees

(2) Economic categories as specified in policy	Percent or number required if so specifically stated	Preference required, not specific quota	Actual number employed from this category	Percentage of actual day care employees

(3) Locale of residence as specified in policy	Percent or number required if so specifically stated	Preference required, not specific quota	Actual number employed from this category	Percentage of actual day care employees

(4) Relationship to day care children as specified in policy	Percent or number required if so specifically stated	Preference required, not specific quota	Actual number employed from this category	Percentage of actual day care employees

b) Staff recruitment quotas or preferences for ______________________________

____
(State position or level)

(1) Ethnicity, race & sex as cited in policy	Percent or number required if so specifically stated	Preference required, not specific quota	Actual number employed from this category	Percentage of actual day care employees

(2) Economic categories as specified in policy	Percent or number required if so specifically stated	Preference required, not specific quota	Actual number employed from this category	Percentage of actual day care employees

(3) Locale of residence as specified in policy	Percent or number required if so specifically stated	Preference required, not specific quota	Actual number employed from this category	Percentage of actual day care employees

(4) Relationship to day care children as specified in policy	Percent or number required if so specifically stated	Preference required, not specific quota	Actual number employed from this category	Percentage of actual day care employees

c) Staff recruitment quotas or preference for ______________________________

____
(State position or level)

(1) Ethnicity, race & sex as cited in policy	Percent of number required if so specifically stated	Preference required, not specific quota	Actual number employed from this category	Percentage of actual day care employees

(2) Economic categories as specified in policy	Percent or number required if so specifically stated	Preference required, not specific quota	Actual number employed from this category	Percentage of actual day care employees

(3) Locale of residence as specified in policy	Percent or number required if so specifically stated	Preference required, not specific quota	Actual number employed from this category	Percentage of actual day care employees

(4) Relationship to day care children as specified in policy	Percent or number required if so specifically stated	Preference required, not specific quota	Actual number employed from this category	Percentage of actual day care employees

SPECIAL SECTION VI

If you answered "yes" to #6 in Section F ("Recruitment and Assignment"), indicating that you are required to recruit volunteers in quotas or give preference to individuals in particular categories, complete the following questions.

Indicate your volunteer recruitment quotas or preference by responding to each question for which there is a specification in your center's policy.

(1) Ethnicity, race, sex, & age as cited in policy	Percent or number required if so specifically stated	Preference required, not specific quota	Actual number volunteers from this category	Percentage of actual day care volunteers

(2) Economic categories as specified in policy	Percent or number required if so specifically stated	Preference required, not specific quota	Actual number volunteers from this category	Percentage of actual day care volunteers

(3) Locale of residence categories as specified in policy	Percent or number required if so specifically stated	Preference required, not specific quota	Actual number volunteers from this category	Percentage of actual day care volunteers

(4) Relationship to day care children as specified in policy	Percent or number required if so specifically stated	Preference required, not specific quota	Actual number volunteers from this category	Percentage of actual day care volunteers

SPECIAL SECTION VII

If you checked "yes" to #1 in Section G ("Service Procedures"), indicating that you hold parent meetings, complete the following questions.

1. List the approximate dates of meetings in the last six months and the approximate number in attendance at each meeting:

Date	Number Attending

2. Are the following services provided for the parents who need them?

		Yes	No
a)	Transportation	☐	☐
b)	Baby-sitting	☐	☐

3. Person(s) responsible for planning meetings:

(Name) **(Title)**

(Name) **(Title)**

4. Topics covered in the last six months (estimate percentage):

a) ______% Child development
b) ______% Center policy
c) ______% Special event planning
d) ______% Consumerism
e) ______% Community resource usage
f) ______% Beneficial uses of equipment and supplies
g) ______% Problems of individual children in center
h) ______% Problems of parents
i) ______% Family nutrition and health
j) ______% Other (specify) ________________________________

Total 100%

Circle any of the topics listed in 4 above that were particularly well received.

5. **Techniques used in the last six months to involve participants** (estimate percentage):

a) ______% Participant presentations

b) ______% Discussion group

c) ______% Examination or recommended feedback

Total 100%

Circle any of the techniques listed in 5 above that were particularly effective.

6. **General presentation techniques used in last six months** (estimate percentage)

a) ______% Films

b) ______% Lectures

c) ______% Printed materials

d) ______% Role playing

e) ______% Workshops and seminars

f) ______% Forum or discussion meetings

Total 100%

Circle any of the techniques listed in 6 above that were particularly effective.

SPECIAL SECTION VIII

If you checked "yes" to #2 in Section G ("Service Procedures"), indicating that you hold training meetings for volunteers, complete the following questions.

1. **List the approximate dates of meetings in the last six months and the approximate number in attendance at each meeting:**

Date	Number attending
________________	______
________________	______
________________	______
________________	______

2. **Are the following services provided for the participants who need them?**

		Yes	No
a)	Transportation	☐	☐
b)	Baby-sitting	☐	☐

3. **Person(s) responsible for planning meetings:**

____
(Name) (Title)

____
(Name) (Title)

4. Topics covered in the last six months (estimate percentage):

a) ______% Child development
b) ______% Center policy
c) ______% Special event planning
d) ______% Consumerism
e) ______% Community resource usage
f) ______% Beneficial uses of center equipment and supplies
g) ______% Problems of individual children in center
h) ______% Problems of parents
i) ______% Program planning
j) ______% Job definitions and uses of volunteers
k) ______% Career development
l) ______% Other (specify) ______________________________
Total 100%

Circle any of the topics listed in 4 above that were particularly well received.

5. Techniques employed in the last six months to involve participants (estimate percentage)

a) ______% Participant presentations
b) ______% Discussion group
c) ______% Examination or recommended feedback
Total 100%

Circle any of the techniques listed in 5 above that were particularly effective.

6. General presentation techniques used in last six months (estimate percentage)

a) ______% Films
b) ______% Lectures
c) ______% Printed materials
d) ______% Role playing
e) ______% Workshops and seminars
f) ______% Forum or discussion meetings
Total 100%

Circle any of the techniques listed in 6 above that were particularly effective.

SPECIAL SECTION IX

If you checked "yes" to #3 in Section G ("Service Procedures"), indicating that you hold staff meetings, complete the following questions.

1. Are volunteers included in most staff meetings?

☐ Yes ☐ No ☐ Not applicable

2. List the approximate dates of meetings in the last two months and the approximate number in attendance at each meeting.

Date	Number attending
________	____
________	____
________	____
________	____

3. Person(s) responsible for planning meetings:

(Name) ________ (Title) ________

(Name) ________ (Title) ________

4. Topics covered in the last six months (estimate percentage):

a) ______% Child development
b) ______% Center policy
c) ______% Special event planning
d) ______% Community resource usage
e) ______% Family nutrition and health
f) ______% Outside training opportunities
g) ______% Problems of individual children in center
h) ______% Problems of parents
i) ______% Volunteer development and supervision
j) ______% Career development
k) ______% Program planning
l) ______% Beneficial uses of equipment and supplies
m)______% Other (specify) ____________________
Total 100%

Circle any of the topics listed in 4 above that were particularly well received.

5. Techniques used in the last six months to involve participants (estimate percentage):

a) ______% Participant presentation
b) ______% Discussion group
c) ______% Examination or recommended feedback
Total 100%

Circle any of the techniques listed in 5 above that were particularly effective.

6. **General presentation techniques used in the last six months (estimate percentage):**

a) ______% Films
b) ______% Lectures
c) ______% Printed materials
d) ______% Role playing
e) ______% Workshops and seminars
f) ______% Forum or discussion meetings
Total 100%

Circle any of the techniques listed in 6 above that were particularly effective.

SPECIAL SECTION X

If you checked "yes" to #4 in Section G ("Service Procedures"), indicating that you hold regular advisory board meetings, complete the following questions.

1. **List the approximate dates of meetings in the last four months and the approximate number in attendance at each meeting:**

Date	Number attending

2. **Person(s) responsible for planning meetings:**

____
(Name) (Title)

____
(Name) (Title)

3. **Topics covered in the last six months** (estimate percentage):

a) ______% Financial planning
b) ______% Long range policy
c) ______% Approving hiring, promoting, dismissing of staff, etc.
d) ______% Program plans
e) ______% Problems in center (specify) ______________________________
f) ______% Other (specify) ______________________________
Total 100%

SPECIAL SECTION XI

If you checked "yes" to #10 in Section G ("Service Procedures"), indicating that you regularly evaluate staff or volunteers, complete the following questions.

1. **For each staff and volunteer position existing in your center indicate: (1) whether it is not evaluated, evaluated formally and recorded in writing, or evaluated informally without a record of the evaluation having taken place; and if evaluated (2) the frequency of the evaluation. Staff positions are listed first, followed by volunteer positions. Skip positions that do not exist in your center.**

Position	Not evaluated	Evaluated (Use Check)		Frequency (Use Check)		
		Formally	Informally	Semi-annually	Annually	Other (specify)
Staff serving as:						
Executive director						
Director-Administrator						
Administrative coordinator						
Director-Teacher						
Asst. director-Administrative aide						
Clerical workers						
Head teacher						
Teachers						
Teacher-Aides						
Nurses						
Health nutrition aides						
Social workers or community workers						
Therapists						
Volunteer coordinator						
Cooks						
Cook's assistants						
Custodian/Janitors						
Drivers						
Volunteers serving as:						
Executive director						
Director-Administrator						
Administrative coordinator						
Director-Teacher						
Asst. director-Administrative aide						
Clerical workers						
Head teachers						
Teachers						

		Evaluated (Use Check)		Frequency (Use Check)		
Position	Not evaluated	Formally	Informally	Semi-annually	Annually	Other (specify)
Assistant teachers						
Teacher aides						
Nurses						
Health nutrition aides						
Social workers						
Therapists						
Volunteer coordinator						
Cooks						
Cook's assistants						
Custodian/Janitors						
Drivers						

2. Indicate which type of job evaluations cover the following topics. (Check all that apply.)

	Staff Evaluation	Volunteer Evaluation	Formal Evaluation	Informal Evaluation	Any Staff or Volunteers Assigned in Contact with Children	Any Staff or Volunteers Not Assigned in Contact with Children
Understanding of child development principles						
Ability to perform duties of job						
Personal qualities and attitudes toward job						
Ability to use resources creatively						
Recommendations for improvement						
Recommendations for new responsibilities to be assumed and those to be discontinued						
Individual interests and talents that might apply to work at center						
Other (specify)						

3. **Are most evaluations performed by:**

a) ______The immediate supervisor

b) ______The supervisor along with another person, such as a coordinator or program director.

c) ______A coordinator or program director

d) ______A group convened for evaluation purposes

4. **For *formal written* evaluations only:**

a) Does the evaluated individual sign the written evaluation to designate that he has examined it?

Paid staff ☐ Yes ☐ No
Volunteers ☐ Yes ☐ No

b) Does the evaluated individual have an opportunity to answer the written evaluation in writing and have his answer filed along with the evaluation itself?

Paid staff ☐ Yes ☐ No
Volunteers ☐ Yes ☐ No

SPECIAL SECTION XII

If you checked "yes" to #12 in Section G ("Service Procedures"), indicating that some aspect of your center or its program has been evaluated, complete the following questions.

In the appropriate spaces below, list each topic that has been assessed or evaluated in your center; then answer all additional questions for each topic listed.

1. **Topic assessed or evaluated:**

____

a) What did this evaluation show?

____

____

____

b) Method used to evaluate or assess:

____

____

____

c) Were findings fed back to pertinent on-line staff?

☐ Yes ☐ No

d) Were findings fed back to center policy-making personnel?

☐ Yes ☐ No

e) Person coordinating or responsible for this assessment or evaluation:

____

f) Specific location of resultant report:

2. Topic assessed or evaluated:

a) What did this evaluation show?

b) Method used to evaluate or assess:

c) Were findings fed back to pertinent on-line staff?

☐ Yes ☐ No

d) Were findings fed back to center policy-making personnel?

☐ Yes ☐ No

e) Person coordinating or responsible for this assessment or evaluation:

f) Specific location of resultant report:

3. Topic assessed or evaluated:

a) What did this evaluation show?

b) Method used to evaluate or assess:

c) Were findings fed back to pertinent on-line staff?

☐ Yes ☐ No

d) Were findings fed back to center policy-making personnel?

☐ Yes ☐ No

e) Person coordinating or responsible for this assessment or evaluation:

____

f) Specific location of resultant report:

____

FORM 7—Staff Questionnaire

CENTERS

Center ______________________________ Date ______________

Staff position held by person completing this form ______________________________

1. As far as you know, is a public announcement made of vacant staff positions in your center? *(Public announcement* means some kind of official notice by the center's administration.)
   - ☐ Yes, for all vacancies
   - ☐ Occasionally for some vacancies
   - ☐ No, not for any vacancies
   - ☐ Not sure

a) If you answered yes or occasionally to #1, how are staff recruited? (check all that you know about):

☐ (a) Encouraging referral by day care parents or staff

☐ (b) Registration with parent organization or other agency that refers staff candidates

____
(Specify agency)

____
(Specify agency)

____
(Specify agency)

☐ (c) Advertisement on local bulletin boards

☐ (d) Neighborhood canvassing

☐ (e) Notice to local groups

____ (1) School organizations
____ (2) Large local employers
____ (3) Civic groups (including welfare rights, women's groups)
____ (4) Church groups
____ (5) Welfare workers in the community

☐ (f) Advertisement in local paper

☐ (g) Advertisement in general circulation newspaper or professional journals

2. In your opinion, are hiring practices fair at your center?

☐ Yes ☐ No

3. Do you feel that promotions have been made fairly at your center?

☐ Yes ☐ No

4. How long have you worked at the center? ______ Years _____ Months

5. Has your work at the center ever been formally evaluated?

Formally: ☐ Yes ☐ No Informally: ☐ Yes ☐ No

a) If yes, about how often? ____________________

b) Have you had the opportunity to read and sign each evaluation or discuss it with the evaluator?

☐ Yes ☐ No

c) Have you found your evaluations meaningful and helpful to your own development and career progress? ☐ Yes ☐ No

If no, how could the evaluations be made more helpful?

____

____

____

6. Do you receive adequate supervision for the duties you perform at the center?

☐ Yes ☐ No

a) If no, how could the supervision be made more helpful?

____

____

b) If you feel you receive too much supervision, in what ways could it be lessened?

____

____

7. Is the working relationship or atmosphere at the center one that would encourage or allow staff to make complaints about the program's operation and make suggestions for improvement?

☐ Yes ☐ No

a) If yes, by what methods have you or other staff members made your complaints and suggestions known? (check all that apply)

☐ Through a suggestion box
☐ Through signed, written proposals or memoranda
☐ At regular staff meetings
☐ At meetings specifically called for the purpose of staff suggestions
☐ Through informal conversations with the director or supervisor
☐ Other (specify) ____________________

____

____

8. Do you feel that you have appropriate talents or skills that are not being fully used at the center?

☐ Yes ☐ No

a) If yes, have you approached your supervisior or the director about putting these skills to work?

☐ Yes ☐ No

b) If yes, what was the response to your suggestion?

____

____

9. Is the payroll procedure dependable at the center? Do you know when to report your hours worked, when you will be paid, when you are eligible for vacation time and other employee benefits?

☐ Yes ☐ No

a) If no, in what way could the procedure be made more dependable?

____

____

10. Is your present salary adequate for your duties, skills, previous experience, and length of time at the center?

☐ Yes ☐ No

a) Is your present salary comparable to that earned by other people holding similar positions in the day care field?

☐ Yes ☐ No ☐ Don't know

b) Is your present salary about equal to what you could earn working in another field in a job that you are qualified to hold?

☐ Yes ☐ No

11. Is there a grievance procedure at the center which you can follow when you feel some decision made by your supervisor or the administration affects you unfavorably?

☐ Yes ☐ No

a) If yes, what does this procedure include? (check all that apply)

☐ A statement of charge
☐ An opportunity to be heard
☐ An opportunity to be represented by another person
☐ A speedy and written decision
☐ A procedure for appeal to a higher board or committee
☐ Other (specify) ____

____

____

b) Have you ever heard that this procedure has actually resolved conflicts?

☐ Yes ☐ No

c) Are you satisfied with the way the grievance procedure has been set up?

☐ Yes ☐ No

If no, how do you feel it could be improved?

____

____

____

12. When you were hired for or promoted to your present position were you told exactly what your duties and responsibilities would be?

☐ Yes ☐ No

a) Were you informed of subsequent changes or additions to your duties and responsibilities as they occurred?

☐ Yes ☐ No ☐ Not applicable

If no, explain ______________________________

b) Do you have a clear understanding of the duties performed by your co-workers?

☐ Yes ☐ No

c) When you need advice on solving a problem you have encountered in the course of your work, do you usually know which staff member you are supposed to go to for help?

☐ Yes ☐ No

d) If yes, do you know which staff member to consult because:

☐ All staff has been instructed as to everyone's responsibilities and where problems should be referred

☐ You learned this information on your own through experience as various problems occurred

13. Here are some examples of incidents that might occur in a day care center. If they were to occur, how would you handle them?

a) A child under your care becomes ill

____

b) A child under your care has a serious accident

____

c) One of your co-workers has a serious accident

____

d) You are having a serious problem in getting along with one of your co-workers

e) You are having a serious problem getting along with one of the volunteers

f) You would like to get some new equipment for your classroom

g) You would like to take your group of children on a field trip

14. Does the center, its staff, or its volunteers actively and consistently seek to perform any of the following activities? Place a check mark in front of the activities that are performed.

Budgeting
Accounting
Purchasing techniques
Co-op purchasing of equipment and supplies
Co-op purchasing of food
Nutrition
Staff training
Volunteer training
Program planning

Curriculum planning
Curriculum equipment and supplies
Psychological screening
Psychological or counseling services
Hearing screening
Inoculation
Health screening
Emergency medical care

Public relations
Locating donated goods
Client recruitment
Staff recruitment
Volunteer recruitment
Board organization
General operations and efficiency planning
Self-evaluation
Outside evaluation
Comprehensive medical care

15. Is there an operating manual, guide, contract, or any kind of official statement of goals and procedures for the day care program in your center?

☐ Yes ☐ No ☐ Don't know

a) If yes, where is it kept?

____

____

b) Can you see it without asking a superior or causing undue curiosity about your interest in it?

☐ Yes ☐ No

c) Have you ever read it?

☐ Yes ☐ No

d) If yes, please give its title (if more than one, give all)

____

____

____

____

16. Has anyone from the center ever spoken to you or made information available to you as to how you might develop your career in day care?

☐ Yes ☐ No

17. Have you taken part in training programs, workshops, or relevant courses outside the center since becoming a member of this day care staff?

☐ Yes ☐ No

If yes, list those attended in the last year, and rate each one as to how helpful it was to you personally in developing your skills and understanding of day care work

Rate: E =Excellent
G=Good
F =Fair
U=Unsatisfactory

Course, workshop, etc.
(Please give as full identifying information as possible.)

a) ____

____

____

b) ____

____

____

c) ____

____

____

d) ____

____

____

18. In regard to staff and staff training meetings within the center (and volunteer or volunteer training meetings)

a) How many such meetings have you attended in the last six months where substantial portions of time were spent on training or educational matters? ______________________

b) Are these meetings well attended?

☐ Yes ☐ No

c) The next chart should be completed in three steps. In the first column, check those items which you remember as being a major topic of the meetings you attended. In the second column, for *each item you checked*, rate how helpful it was to you. Finally in the third column, for *each item listed*, indicate how important each of the following sources was in helping you learn the particular skill listed: these meetings, on-the-job experience, and planning with other staff members. To do the third step, use the numbers 1, 2 and 3 to rank each source in the order of its importance for helping you learn each skill; let 1 signify most important and 3 least important.

	1	2					3 (Rank in order of importance)		
		(Use check mark below)							
	Check Topics at Meetings	No Help	Little Help	Some Help	Quite Helpful	Very Helpful	These Meetings	On-the-Job Experience	Planning with Other Staff
Getting along with children									
Developing confidence in performing duties of job									
Staff working relationships									
Planning special events									
Where to look for information									
Making things for use in classroom									
Understanding records and forms									
Child development									
Center policy									
Consumerism									
Community resource usage									
Beneficial uses of common materials									
Individual problems in center									

	1	2					3		
		(Use check mark below)					(Rank in order of importance)		
	Check Topics at Meetings	No Help	Little Help	Some Help	Quite Helpful	Very Helpful	These Meetings	On-the-Job Experience	Planning with Other Staff
Problems of parents									
Family nutrition and health									
Outside training opportunities									
Volunteer development and supervision									
Career development									
Program planning									
Job definitions & use of volunteers									
Job definitions & use of paid staff									

19. Please list the names of books, pamphlets, documents, programs, guides, etc. you have been given by the center to keep for your own information.

FORM 8—Physical Situations to be Observed

CENTERS

Center ______________________________

Observer ____________________ Date ____________________

DIRECTIONS: Ask the teacher all questions marked with an asterisk (*).

1. The usual climatic conditions in the region where the center is located:

   ☐ Usually temperate, where many activities take place out-of-doors for most of the year

   ☐ Extreme changing seasons, with severe winters, where outdoor activities are quite limited for many months

2. The weather on the day of evaluation is such that (check one):

   ☐ It is conducive to children playing outdoors

   ☐ It is not conducive to outdoor play

*3. Do children play outdoors just about every day the weather permits?

   ☐ Yes ☐ No

   If no, when do children play outdoors?

   ____

   ____

   ____

*4. Is there a gym available for gross motor activity (large-muscle activities such as climbing, swinging, running)?

   ☐ Yes ☐ No

*5. Is there gross motor activity equipment in the children's indoor room?

   ☐ Yes ☐ No

*6. Indicate the places where children play outdoors. Considering the total time spent outdoors in a week as 100 percent, estimate what percentage of outdoor play time is spent at each place. (Do not count supervised walks. If outdoor play time varies with the season, consider the season when children are outdoors most often.)

	Estimate percentage of outdoor play time used in a week
☐ Yard on center's grounds	________%
☐ Neighboring yard	________%
☐ Parking lot, driveway, or sidewalk on center's grounds	________%
☐ Parking lot or driveway of nearby building	________%
☐ Unimproved empty lot	________%
☐ Public playlot or playground (one that has standard playground equipment versus an empty lot)	________%
☐ Large open grassy area—large park or field	________%

DIRECTIONS: Select the physical situations to be observed as follows:

These forms are to be completed at *all* centers where physical facilities are evaluated:

______Form 9 – Organization and Use of Indoor Space

______Form 10 – Locale

______Form 11 – Indoor Equipment, Supplies, and Activities Check List

***One* of these forms is to be completed:**

______Form 12 – Organization and Use of Outdoor Space – If the children play outdoors on the day of observation

______Form 13 – Organization and Use of Gymnasium or Gross Motor Activity Area – If the children do not play outdoors on the day of observation, and if the indoor area used for gross motor activity is an area other than the one observed for Form 9.

To be completed only if Form 12 is completed:

______Form 14 – Outdoor Equipment, Supplies, and Activities Check List

Place a check before all forms listed above that you will complete for this center. Form 10 should be completed once per center. All other physical observation forms that are completed should be done once for each group in the center observed.

FORM 9—Organization and Use of Indoor Space **CENTERS**

☐ A.M.
☐ P.M.
Center ______________________ Group ______________________ ☐ Full Day

Observer ______________________ Date ______________________

DIRECTIONS: Sections A, B, and C can be completed any time during the observation day. Section D requires a full day of observing the adults and children using the indoor space. Items marked with an asterisk (*) should be asked of the teacher.

A. Indoor Day Care Facilities: All Children

1. How many rooms are occupied by the center? (include office space, kitchen, isolation room)

   ____

   a) How many of these rooms are directly used by the children? ______________

2. The decor of the rooms used by children is (estimate percentage of rooms):

   Bright, cheerful, attractive ________%
   Ordinary, not outstanding in any way ________%
   Dull and monotonous ________%

3. Are visible electrical outlets either protected or used with locked plugs? (If furniture is blocking outlets, consider how easily it could be moved by the children. If you cannot find any outlets, assume they are protected.) Estimate percentage of outlets protected: ________% protected

B. General Description of the Room Occupied by Group Being Observed

1. Can one adult see the whole room from any vantage point?

   ☐ Yes ☐ No

2. Room shape (roughly):

   ☐ Square ☐ Oblong ☐ Irregular

3. Room size (estimate):

   ☐ Small ☐ Large ☐ Average ☐ Very large

4. Proportion of room covered by physical objects:

   ☐ Almost all ☐ About 1/3 ☐ About 2/3 ☐ Very little ☐ About 1/2

5. What kind(s) of space are there for children's belongings in the center?

   ☐ Drawer ☐ Folder ☐ Shelf ☐ Locker ☐ Box ☐ Coat hook

   a) Are these personal things labeled with a name or color?

   ☐ Yes ☐ No

6. Does the room reflect respect for the child, his possessions, products, and privacy in ways other than providing a place to store belongings? (For example, does a child have space for exhibiting his work; are frequently used articles such as chairs, cots, and towels marked with children's names; or, are one-child tables available.) ☐ Yes ☐ No

7. Estimate what percentage of the following items are movable. (*Movable* refers to program activities on a day-to-day basis or for small segments of time, either by a child or an adult. It does not refer to items that are moved only seasonally.) Skip items that are not present in the room. Your answer does *not* have to total 100 percent.

______% of play equipment

______% of storage components

______% of partitions or room dividers (other than storage components)

8. Are shelves and equipment reasonably neat and well-organized (make allowances for when the children are using the equipment)?

☐ Yes ☐ No

9. Is the bathroom located close to the children's room? (*Close* means not having to walk past several rooms or down a long hallway or up or down stairs)

☐ Yes ☐ No

10. Is the bathroom door too heavy or too difficult for some children to open?

☐ Yes ☐ No ☐ No door

C. Displays

(*Displays* does not refer to unused play equipment hung or stored on walls or partitions.)

1. Displays are taken from: (check all that apply)

- ☐ Children's efforts
- ☐ Staff and volunteer efforts
- ☐ Purchased art work, other than photographs
- ☐ Photographs (not clippings)
- ☐ Purchased posters
- ☐ Newspapers, magazines, or catalogs
- ☐ Children's books
- ☐ Travelogs
- ☐ Postcards

2. Displays as models for sex role behavior (check one):

- ☐ Displays feature people in stereotyped sex roles (a woman performing household chores, a male doctor, a female nurse, a male policeman)
- ☐ Displays feature people in varied roles (a man taking care of children, a woman doctor, a boy ironing a shirt)
- ☐ Not applicable

3. Displays as models for social behavior

a) Group composition of displays (check one):

- ☐ All displays feature one racial or ethnic group
- ☐ Displays feature different racial or ethnic groups, but individual displays picture members of one group
- ☐ Displays feature different racial or ethnic groups, integrated
- ☐ Not applicable

b) Authority figures (check one):
(An *authority figure* is a person recognized as being in an influential position, one who can give commands and take action: for example, a policeman helping children to cross the street, a dentist with patient, a teacher.)

- ☐ Minority group members are pictured as authority figures
- ☐ Minority and white authority figures are featured
- ☐ White authority figures are featured
- ☐ Not applicable

4. Topics of displays in rooms being observed (estimate numbers):

______Models of letters and numbers
______Topics of general interest (pictures of children in school, scenic pictures of flowers or mountains)
______Topics of special interest to the group (zoo animals, if a trip has been planned)
______Health or nutrition
______Parent and community participation in the center (honor roll for volunteer parents, photographs of center's opening)
______Personally meaningful to children (children's art work, photographs of center field trips)
______Directional signs *(north, south, ↑ up, ↓ down)*

5. Is there a large clock?

☐ Yes ☐ No

a) If yes, are there some accompanying clock-reading aids such as clock's hands set for lunch time?

☐ Yes ☐ No

6. Are there displays in the center's entry area featuring:

	Yes	No
Children's work	☐	☐
Parents' work or activities	☐	☐
Announcements or reports of events at center	☐	☐
Announcements or reports of community events	☐	☐

7. Where are displays located? (Estimate percentage)

______% In rooms being observed
______% In hallways
______% In entry area
______% In administrative area
100% Total

8. How high are displays hung? (Estimate percentage):

______% Child eye-level
______% Adult eye-level
100% Total

9. Is a current copy of the menu posted somewhere in the center?

☐ Yes ☐ No

NOTE: The following questions should be asked of the teacher:

*10. Do all children get their work displayed?

☐ Yes ☐ No

*11. Who usually sets up the displays?

☐ The teacher alone
☐ The teachers and the children together
☐ The children alone

D. Arrangement of Activity Areas

1. Does the room occupied by the group being observed have areas that are established for particular activities? (An *established* activity area is one where most of the necessary equipment is permanently set up for the children's use. Examples are: (1) a book shelf with a rug or table and chairs for reading space; (2) a housekeeping area with toy kitchen equipment and dolls; a truck holding the dolls, a stand-up mirror, and a toy stove arranged as partitions for the area; or (3) a letters and phonics area.)

   ☐ Yes ☐ No

   If no, skip to #2 under this heading.
   If yes, answer the following questions:

   a) Check which established activity areas are present:

   ☐ Audio-visual equipment
   ☐ Wheel toys
   ☐ Musical instruments
   ☐ Woodworking
   ☐ Clay
   ☐ Painting
   ☐ Other art work
   ☐ Equipment for large-muscle activities
   ☐ Dolls
   ☐ Housekeeping area
   ☐ Play house (child-sized structure)
   ☐ Dress-up
   ☐ Science
   ☐ Books
   ☐ Letters and phonics games

   b) Does the area arrangement permit (check if yes):
   (Consider the number of children an area can accommodate at one time)

   ☐ Individual activity
   ☐ Small group activity
   ☐ Large group activity

   c) Are boundaries defined by (check all that apply):

   ☐ Play equipment
   ☐ Partitions
   ☐ Walls
   ☐ Storage components
   ☐ Displays
   ☐ Surrounding empty space

   d) Are children permitted or encouraged to use established area equipment elsewhere in the room(s)?

   ☐ Yes ☐ No

2. Are there flexible activity areas? (A *flexible* activity area is one defined by the teacher, such as by regrouping or setting out equipment for an activity, or by directing and limiting children's activity to a specific area. Examples are setting out Tinkertoys to be used at one table, tumbling mats on empty floor space, and clay on another table; or telling children who start playing with small wheel toys that they can play only in one spot.)

   ☐ Yes ☐ No

   If no, skip to #3 under this heading.
   If yes, answer the following questions:

   a) Does the area arrangement permit (check if yes):

   ☐ Individual activity
   ☐ Small-group activity
   ☐ Large-group activity

   b) Are children permitted or encouraged to use flexible area equipment elsewhere in the room(s)?

   ☐ Yes ☐ No

3. Are play areas arranged so that children in one play area (including flexible as well as established areas) can jump or move around without interfering with children and equipment in other play areas? (In answering this question consider the distance between play areas, the presence or absence of clear paths, and the teacher's integration of use.)

   ☐ Yes ☐ No

   If no, specify the problem and where it occurs:

   ____

   ____

   ____

   ____

   ____

4. General noise level in the room (consider if the participants are noticeably disturbed as well as the amount of concentration or listening discrimination required for the activities engaged in):

   ☐ Acceptable for most of the day
   ☐ Too high for most of the day

5. Are there distracting noises? (check if yes)

   ☐ Other groups of children
   ☐ Equipment
   ☐ Other (specify)________________________________

E. Optional Section

This section contains questions covered by Illinois state licensing procedures. It is optional and can be used in states where the licensing procedures do not consider these topics.

1. The rooms are ventilated by:

   ☐ Vents
   ☐ Windows
      Do they have screens: ☐ Yes ☐ No
      Do they have window guards: ☐ Yes ☐ No
   ☐ Built-in unit
   ☐ Air cooling system
   ☐ Window air conditioner
   ☐ Portable fan

2. The rooms are heated by:

   ☐ Radiators
      Are they covered: ☐ Yes ☐ No
   ☐ Vents
   ☐ Space heaters
   ☐ Central heating system
   ☐ Large built-in blower unit

3. The rooms tend to be:

   ☐ Hot and stuffy
   ☐ Drafty
   ☐ Temperate

4. The rooms are illuminated by (estimate percentage)

Day light ______ % Fluorescent ______ % Incandescent ______%

5. Composition of floors used by children (check all that apply):

	Good Condition	Bad Condition
Rough wood		
Smooth wood		
Tile		
Linoleum		
Concrete		
Carpeting or large rugs		

FORM 10—Locale

CENTERS

Center ______________________________ Address ______________________________

Observer ______________________________ Date ______________________________

DIRECTIONS: This form should be completed as you approach the center.

1. Where is the center located:

☐ City ☐ Suburb ☐ Countryside

2. Composition of the population of the neighborhood (estimate percentage). Only a casual estimate is needed, more or less based on the people seen in the immediate neighborhood as the observer approaches the facility.

	Estimate Percentage
☐ White	_______%
☐ Black	_______%
Other (specify)	
☐ ____________________	_______%
☐ ____________________	_______%

3. In what kind of neighborhood is the center located (within three block radius)?

☐ Residential, with predominantly single-family homes
☐ Residential, with predominantly apartment buildings
☐ Nonresidential, predominantly commercial or industrial
☐ Nonresidential, predominantly institutional buildings
☐ Rural

4. Public transportation (within two blocks of vehicle lines and major transfer points):

☐ Good ☐ Poor ☐ Moderate ☐ Nonexistent

5. Amount of traffic on streets bordering the center:

☐ Major route ☐ Moderate, city flow ☐ Very little

6. Does there appear to be adequate parking for the center and it's clients?

☐ Off-street ☐ On-street

7. Day care area is housed in (check all that apply):

☐ One-story building
☐ One-story building with basement
☐ Two-story building with basement
☐ Apartment building
☐ New high rise
☐ Public housing facility
☐ Supermarket or storefront
☐ Air-conditioned office building
☐ Shopping area complex with apartments

☐ Church or temple
☐ Exclusively in basement of building
If yes, is it an English basement? (windows in size and height resemble an ordinary room)
☐ Yes ☐ No
☐ Other (specify) ______________________________

8. Is the entire building used exclusively for day care (including times when day care children are not present)?

☐ Yes ☐ No

a) If no, is it also (check all that apply):

☐ Residential unit(s)
☐ Church or religious institution
☐ Community center
☐ School
☐ Hospital
☐ University
☐ Business or industry
☐ Union facility
☐ Other (specify) ______________________________

b) Do the other uses of the building interfere with the day care program or its organization of space and equipment? (For example: Do the other people using the building come in and out during the day? Does the center have to put away its equipment at the end of the day for security?)

☐ Yes ☐ No

9. Does the building in general (particularly the outside) impress you as being reasonably well maintained and attractive?

☐ Yes ☐ No

10. Is the neighborhood noise level quiet, with occasional car, children, and pet sounds?

	Yes	No
When observer is outdoors	☐	☐
When observer is indoors	☐	☐

FORM 11—Indoor Equipment, Supplies, and Activities Check List

CENTERS and HOMES

☐ A.M.
☐ P.M.
Facility ________________________ Group ________________ ☐ Full day

Observer ________________________________ Date ________________

DIRECTIONS: This form is to be completed in final form at the end of the observation day. Notes may be taken at appropriate times.

A. Equipment and Supplies Checklist

Each piece of equipment is to be scored, if it is clearly present, according to its safety, accessibility, adequacy in numbers, workability, and whether used today. Do not request that storage cabinets be opened for your inspection. Score the equipment and supplies that are part of the apparent environment.

General guidelines for these scores are as follows:

1. **Safety:** Metal equipment should have no sharp edges, be free of rust, and not bend or give under hard use. No apparatus should be too high for an adult to pluck a child off its top, and it should be constructed in such a way that a jumping or falling child will have a good chance of avoiding impact with the apparatus. Wood objects should be splinter-free, and of close-grained wood. Plastic should be heavy-duty and unlikely to splinter. Pointed objects should not be in a permanently fixed position likely to stab a falling or passing child. Equipment should be stable, well balanced, so it will not tip over with an uneven distribution of weight.

   All substances used on equipment or by children should be nontoxic. You probably will not be able to determine the toxicity of paints used originally on equipment or in its repair, but excessive peeling of paint should downgrade your judgement of safety. For the most part, the toxicity of products designed for children can be determined. Nontoxic paints, clay-like materials, and crayons are almost always labeled "nontoxic" on their container. If this type of item is not kept in its original container and if you cannot manage to unobtrusively inspect the original containers in a storage area, you may assume they are safe if they are major brands of products made for children. Detergents and other such substances are generally labeled with safety precautions if they are toxic. Safety is to be rated on a scale of three:

   1 – Safe
   2 – Questionable safety
   3 – Apparently unsafe

2. **Accessibility:** The access a child has to the equipment provided for the group being observed or when the child is in the general vicinity of the equipment. If equipment is not used on the day of observation, then it should not be scored for accessibility. (An exception is equipment stored high above children's reach, which may be scored as very limited or inaccessible.)

   If some equipment is kept in a room where the children are not allowed to enter, then denying access to the equipment, if a child were to enter that room, is most likely meant to guide a child out of an unsupervised area. Equipment in that area should not be scored at all unless it is at one time or another during the observation day brought into a child-use area, or the children are brought into the room where it is located.

An accessibility rating should not be affected by inaccessibility caused by the fact that one child is using the piece of equipment at the time when another child wants to use it. When the group is engaged in a special activity and a child is not permitted to leave the activity and use some other equipment unrelated to the activity, do not count the equipment as inaccessible. Accessibility is to be rated on a three-point scale:

1—Completely accessible: Something a child can approach and use without permission from the caretaker or help in getting it out.

2—Limited accessibility: Permission or help is needed, but is almost always granted.

3—More limited accessibility: Permission or help is needed, and is withheld frequently.

(If "3," indicate if it is because:)

a—Being able to use the equipment is considered a special reward

b—The equipment is used for special times or activities

3. **Adequacy in Number:** An adequate amount of equipment according to demand. It is all right for children to have to wait to use the equipment. Do not count instances where the caretaker limits the amount of equipment that children can use at one time (for example, passing out only a few pieces of Tinkertoys to each child.) These cases should be rated under accessibility. Adequacy in number is to be rated on a two-point scale:

1 – Adequate
2 – Inadequate

4. **Workability:** Do all pieces of equipment really work the way they look like they should and are all the required parts present? Workability is to be rated on a three-point scale:

1—Completely unworkable: The equipment cannot be used at all either because an important piece is missing or because other equipment necessary for its use is not available (for example, paints, but no brushes).

2—Partially unworkable: Unworkable in some minor way or relatively unimportant parts missing; the equipment can still be used safely by the children but not to its full extent or in ways that require improvisation on the children's part (for example, toy telephone with dial broken, a set of nesting cups with a few sizes missing).

3—Workable: No parts are missing or broken; other equipment necessary for its use is available.

5. **Used today:** Was the equipment used today by children in the group being observed? Used today is rated on a two-point scale.

1 – Yes
2 – No

In completing the following form, place the number of your rating for each category next to each piece of equipment that is clearly present in the room being observed.

ARTS & CRAFTS

	Safety	Accessibility	Adequacy in Number	Workability	Used Today
Easels					
Paint brushes					
Finger paint					
Poster paint					
Tempera paint					
Water colors					
Spray paint					
Pans for mixing colors of paint					
Crayons (assorted colors)					
Colored construction paper					
White drawing paper					
Glazed shelf paper for finger painting					
Poster board					
Thumbtacks, clamps, or clips to attach paper to easel					
Scissors: Blunted point					
Sharp point					
Left-handed					
Clay, dry or mixed					
Modeling clay					
Play dough					
Plasticine (to supplement clay, not replace it)					
Plaster of Paris					
Library paste					
Glue					
Collage or craft-type materials:					
Sponges for sponge painting					
String					
Yarn					
Paper plates					
Paper bags					
Corks					
Tissue paper					
Crepe paper					
Snow spray					
Wallpaper					
Sandpaper					
Pipe cleaners					
Tongue depressors					
Cotton batting					
Felt					
Glitter paper					
Beads					
Woodworking:					
Drill					
Hammers, claw					
Nails					
Sandpaper					
Saw					
Wood scraps					
Workbench with vise or sturdy wooden tables with vises					

	Safety	Accessibility	Adequacy in Number	Workability	Used Today
AUDIO VISUAL					
Tape recorder					
Filmstrip equipment					
Projector					
Story books					
Picture books					
MUSIC EQUIPMENT & SUPPLIES					
Piano					
Tom-toms					
Rhythm sticks					
Bells					
Marimba or xylophone					
Drums					
Sand blocks					
Tambourines					
Kazoos					
Triangle					
Ukelele					
Nursery harp					
Autoharp					
Record player					
Records					
BUILDING					
Small hollow blocks, wood or cardboard ("small" means hand-held)					
Small solid blocks (unit blocks)					
Large building blocks					
Kegs					
Packing boxes					
Wood crates					
Pile of bricks					
Boards					
Rubber or wood animals and people					
Tinkertoys					
Lincoln Logs					
Constructo toys					
ROLE-PLAYING TOYS					
Doll equipment:					
Dolls					
Doll clothes					
Doll bed and bedding					
Doll carriage					
Doll dresser (to hold doll clothes)					
Doll bathing equipment (sink, pan, bathinette)					
Cooking equipment:					
Toy stove (child-size, not doll-size)					
Cupboard (child-size, not doll-size)					
Refrigerator (child-size, not doll-size)					
Pots and pans					
Cooking utensils					

	Safety	Accessibility	Adequacy in Number	Workability	Used Today
Cleaning equipment:					
Broom (child-size)					
Dust pan					
Mop (child-size)					
Laundry equipment:					
Ironing board (child-size)					
Iron					
Clothes basket					
Clothes pin and clothes line					
Toy telephone					
Dining equipment:					
Toy dishes					
Small table and chairs					
Dress-up clothes or costume box					
Toy cash register					
Cowboy and Indian gear					
Doctor and nurse kit					
Hollow blocks, cardboard boxes, packing boxes for building store, gas station, train, fort					
Small cars, trucks, airplanes, boats					
Medium size (12" or more) cars, trucks, airplanes, boats, wagons					
Fire engine					
Puppets					
MANIPULATIVE PLAY MATERIALS					
Color cone					
Nested blocks					
Peg board (variety of shapes and sizes)					
Form board					
Large beads, buttons, spools for stringing					
Puzzles					
Design cubes					
CLIMBING					
Jungle Gym or climbing frame					
Ladders or ladder boxes					
Trapeze and rings					
Slide					
Large concrete pipes					
Tunnel					
Rope					
Climbing tree					
Platform and steps					
Walking beam or board					
Sliding pole					
Ramps with bench between					
Monkey bars					
Tree stump					
Hanging bar					
Jumping board					
Tire					

	Safety	Accessibility	Adequacy in Number	Workability	Used Today
PUSHING, PULLING, AND THROWING					
Wagons or drag boxes					
Wheel barrows					
Hollow blocks and boards					
Packing boxes and barrels					
Rubber balls, assorted sizes					
Sleds					
Snow shovels					
Scooters					
Swings:					
Single					
Double					
Tether ball					
Seesaw					
Rocking boat					
Cradle board					
Spring horse					
Cars to sit on and drive					
Merry-go-round					
Tricycles					
Tire					
DIGGING AND MANIPULATIVE ACTIVITY					
Gardening tools (rakes, shovels, watering can, hose)					
Large brushes and pails for water painting					
Sand box or area					
One area provided with pebbles instead of sand					
Dirt to dig in					
Shovels, pails, pots, pans, cups and spoons					
Sifters (screening of several sizes tacked to wood frame)					
Chutes (gutter pipe or vent pipe from clothes dryer)					
Pulley with rope and pail					
Small pieces of wood and sticks to augment building projects					
Seats or table-like area above sand level					
Water play table units					
Gardens					
POUNDING					
Wooden mallets					
Peg boards and pegs					
Hammer board sets					
SCIENCE EQUIPMENT AND SUPPLIES					
Aquarium for gold fish, tadpoles, guppies, turtles (with grass, seaweed, and food)					
Pets (e.g., turtle, fish, rabbit) with facilities for handling and proper sanitation; healthy animals free from disease					
Cages for animals and visiting pets					
Bird feeding shelf and suet feeder					
Plants (including those which children have planted themselves)					

	Safety	Accessibility	Adequacy in Number	Workability	Used Today
Magnet					
Magnifying glass					
Prism glass					
Thermometer					
Test tubes					
Batteries and bulbs					
Natural materials:					
Pebbles					
Branches					
Weeds					
Sea shells					
Leaves					
Nuts					
Experiments set up: (e.g., floating and sinking objects)					
Workable models of simple machines:					
Inclined plane					
Lever					
Pulley					
Gear					
Wheel and axle					
Screw					
Adjustable fulcrum balance					
COGNITIVE OPERATIONS (Toys that involve these principles)					
Color Discrimination—the ability to identify and match objects by color					
Number Discrimination—the ability to recognize and match numerals and corresponding numbers of objects					
Visual Discrimination—the ability to differentiate the forms and symbols in one's environment					
Tactile Discrimination—the ability to identify and match objects by touching and feeling					
Shape Discrimination—toys that require shape discrimination are those where a child must perceive the shape of an object so it can be dropped in a hole the same shape or set into a puzzle-like frame, or matched with an object the same shape					
Length Discrimination—the ability to differentiate among objects of different lengths					
Auditory Discrimination—perceiving differences and similarities in sound					
Seriation by Color—the arrangement or grouping of objects in a series, succession, or progression according to color					
Seriation by Number—arranging numbers in ascending and descending order, or in repeating patterns					
Seriation by Relative Size—arranging items in graduated sizes, either largest to smallest or smallest to largest					

	Safety	Accessibility	Adequacy in Number	Workability	Used Today
Visual Seriation—involves the arrangement of pictures in logical order, such as to tell a story, illustrate the process of change or cause and effect, and other relationships					

B. Activities Checklist

For each of the activities listed below, indicate which ones:

a) The children tried to start
b) The children did engage in
c) Were successful, as far as children's involvement and interest seem to indicate

Check as many columns as are applicable for each activity.

	Tried to Start	Engaged in	Successful
Run			
Jump			
Bend			
Squat			
Stretch			
Pull			
Push			
Crawl			
Swing			
Climb			
Balance			
Dig			
Carry			
Lift			
Throw			
Roll			
Sit			
Imagination			
Cooperation			
Planning			
Social play			
Solitary play			
Sight			
Sound			
Touch			
Small-muscle activity			
Personal courage			
Fact learning			
Hand-eye coordination			
Spatial relations			

FORM 12—Organization and Use of Outdoor Space CENTERS

Center ______________________ Group ______________ ☐ A.M. ☐ P.M. ☐ Full day

Observer ______________________ Date ______________________

1. **Location of yard being described:**

   ☐ On the center's grounds
   Where on the grounds: ______________________
   ____
   About how far from the group's indoor classroom: ______________________
   ____

   ☐ Outside of or beyond the center's grounds:
   ☐ Maintained exclusively for center's use
   ☐ Public playground or playlot
   How far from center: ____ ½ block or less ____ 1 block, or less than 2 ____ 2 or more blocks

2. **General description of yard, considered as a whole:**

   a) Can one adult see the whole yard from any vantage point?
   ☐ Yes ☐ No

   b) Yard shape (roughly):
   ☐ Square ☐ Oblong or rectangular ☐ Irregular

   c) Yard size – estimate (consider the number of children who are expected to use the area at one time)
   ☐ Small ☐ Large
   ☐ Average ☐ Very large

   d) Proportion of yard covered by physical objects:
   ☐ Almost all ☐ About 1/3
   ☐ About 2/3 ☐ Very little
   ☐ About 1/2

   e) Composition of surface in area not covered by physical objects:
   ☐ Natural (grass, weeds, dirt, etc.)
   ☐ Artificial (asphalt, cement)
   ☐ Combination (yard impresses one as having both natural and artificial base)

   f) Check objects that the children can see beyond the yard. (NOTE: Observe this from child's eye level and include what can be seen on all sides of yard.)
   ☐ Pedestrians
   ☐ Neighboring yards
   ☐ Trees
   ☐ Back porch area of other buildings
   ☐ Back alleys
   ☐ Empty lots
   ☐ Garages or parking lots
   ☐ Streets with a lot of moving traffic

Continued

☐ Apartment buildings
☐ Public or private schools
☐ Other (specify) ______________________
____

3. **Special Problems:** Indicate the presence of: (1) danger spots in or near the yard from which children might need special protection or supervision; and (2) any other special problems in this yard.

☐ Lake or stream
☐ Rocks
☐ Incinerator
☐ Steep steps
☐ Holes
☐ Construction site
☐ Air conditioning compressor
☐ Smoke
☐ Garbage cans
☐ Broken equipment
☐ Dust
☐ Fumes or odors
☐ Poor drainage
☐ Insects
☐ Rodents
☐ Lack of shade
☐ Filth and small pieces of glass
☐ An easy exit to street
☐ Tree stump
☐ Unpredictable changes in level

4. **Visibility of equipment areas within yard:**

a) Can *adults* see over equipment area?

☐ Yes, all ☐ Yes, some ☐ No

b) Can *adults* see into containing units (tunnels, barrels, etc.) from a distance so as to anticipate a need for closer supervision?

☐ Yes, into all containing units
☐ Yes, into some containing units
☐ No

c) Can *children* in one equipment area see children in other equipment areas? (Observe this at *child's* eye level.)

☐ Yes, in all cases
☐ In some cases
☐ No

5. **Visibility of paths:**

a) Are clear paths present at *child's* eye level? (*Paths* are the spaces that children use to move from one place to another – not necessarily paved walkways. *Clear* means broad, elongated, and easily visible.)

☐ Throughout the yard
☐ In part of the yard
☐ Not at all

b) Do any of them tend to promote congestion and conflict?

☐ Yes ☐ No ☐ Yard not observed when children present

6. **Are play units organized so that children in one play unit will not interfere with other children in different play units?** (Consider: (1) if children in one unit can reach children in another unit, and (2) if teachers and children need to walk through play units and the surrounding space necessary for their use to get from one place to another.)

☐ Yes ☐ No

a) If no, explain: ______________________

7. Check the natural objects that are present in the play yard.

☐ Trees
☐ Grass
☐ Weeds

☐ Dirt
☐ Flowers
☐ Others (specify) ____________________

____

8. If any of the types of equipment listed below is present, designate if it is permanent or movable. *(Movable* refers to program activities on a day-to-day basis or for small segments of time, either by a child or an adult. It does not refer to items that are moved only seasonally.)

	Permanent	Movable
Balance beams		
Bench		
Climbing barrels		
Hopscotch boards		
Jungle gym		
Large building blocks		
Low climbing apparatus		
Merry-go-round		
Monkey bars		
Rocking toys		
Seesaw		
Swings (small or large)		
Tires		
Trike path		
Tub		

9. Overall, how would you rate the design of this area? (Consider the following: Do the shape of the space and the distribution of objects allow ease of movement throughout the area, adequate empty spaces, clear paths, easy supervision without excessive walking, efficient placement of storage units so that materials are stored close to their point of use, potential for long-term variety, and capacity for reorganization? Are there multiple-use units?)

☐ Very good
☐ Good
☐ Fair

☐ Poor
☐ Very poor

Comments if any: ____________________

____

____

FORM 13—Organization and Use of Gymnasium or Gross Motor Activity Area

CENTERS

☐ A.M.
☐ P.M.
☐ Full day

Center ______________________________ Group ____________________

Observer ______________________________ Date _____ ____________________

1. **Location of area being described:**

   ☐ On the center's grounds:
   About how far from the group's indoor classroom: ____________________

   ☐ Outside or beyond the center's grounds:

   ☐ Maintained exclusively for center's use
   ☐ Public gym

   How far from center: ____ 1/2 block or less ____ 1 block, or less than 2 ____ 2 or more blocks

2. **General description of area, considered as a whole:**

   a) Can one adult see the whole area from any vantage point?

   ☐ Yes ☐ No

   b) Area shape (roughly):

   ☐ Square ☐ Oblong or rectangular ☐ Irregular

   c) Area size — estimate (consider the number of children who are expected to use the area at one time)

   ☐ Small
   ☐ Average
   ☐ Large
   ☐ Very large

   d) Proportion of area covered by physical objects:

   ☐ Almost all
   ☐ About 2/3
   ☐ About 1/2
   ☐ About 1/3
   ☐ Very little

3. **Special Problems:** Indicate the presence of: (1) danger spots in or near the area from which children might need special protection or supervision; and (2) any other special problems in this area.

   ☐ Slippery floor
   ☐ Steep steps
   ☐ Insufficient lighting
   ☐ Maintenance machinery
   ☐ Projecting structural irregularities
   ☐ Broken equipment
   ☐ Rough, uneven floor
   ☐ Damp floor
   ☐ Pipes or conduits that can be reached by children on equipment
   ☐ An easy exit to street
   ☐ Unpredictable changes in level

4. Visibility of equipment areas within the entire area:

a) Can *adults* see over equipment boundaries?

☐ Yes, all ☐ Yes, some ☐ No

b) Can *adults* see into containing units (tunnels, barrels, etc.) from a distance so as to anticipate need for closer supervision?

☐ Yes, into all containing units
☐ Yes, into some containing units
☐ No

c) Can *children* in one equipment area see children in other equipment areas? (Observe this at *child's* eye level.)

☐ Yes, in all cases
☐ In some cases
☐ No

5. Visibility of paths within the entire area:

a) Are clear paths present at *child's* eye level? *(Paths* are the spaces that children use to move from one place to another – not necessarily paved walkways. *Clear* means broad, elongated, and easily visible.)

☐ Throughout the yard
☐ In part of the yard
☐ Not at all

b) Do any of them tend to promote congestion and conflict?

☐ Yes ☐ No ☐ Area not observed when children present

6. Are play units organized so that children in one play unit will not interfere with other children in different play units? (Consider: (1) if children in one unit can reach children in another unit, and (2) if teachers and children need to walk through play units and the surrounding space necessary for their use to get from one place to another.)

☐ Yes ☐ No

a) If no, explain:

____

____

____

____

____

7. If any of the types of equipment listed below is present, designate if it is permanent or movable. *Movable* refers to program activities on a day-to-day basis or for small segments of time, either by a child or an adult. It does not refer to items that are moved only seasonally.

	Permanent	Movable
Balance beams	______	______
Bench	______	______
Climbing barrels	______	______
Hopscotch boards	______	______
Jungle gym	______	______
Large building blocks	______	______
Low climbing apparatus	______	______
Merry-go-round	______	______
Monkey bars	______	______
Rocking toys	______	______
Sand box	______	______
Seesaw	______	______
Slides	______	______
Spring horses	______	______
Swings (small or large)	______	______
Tires	______	______
Trike path	______	______
Tub	______	______

8. Overall, how would you rate the design of this area? (Consider the following: Do the shape of the space and the distribution of objects allow ease of movement throughout the area, adequate empty spaces, clear paths, easy supervision without excessive walking, efficient placement of storage units so that materials are stored close to their point of use, potential for long-term variety, and capacity for reorganization? Are there multiple-use units?)

☐ Very good
☐ Good
☐ Fair
☐ Poor
☐ Very poor

Comments, if any: ____

____

____

FORM 14—Outdoor Equipment, Supplies, and Activities Check List

CENTERS and HOMES

☐ A.M.
☐ P.M.
Facility ______________________ Group ______________ ☐ Full day

Observer ______________________ Date ______________

DIRECTIONS: This form is to be completed in final form at the end of the observation day. Notes may be taken at appropriate times.

A. Equipment and Supplies Checklist

Each piece of equipment is to be scored, if it is clearly present, according to its safety, accessibility, adequacy in numbers, workability, and whether used today. Do not request that storage cabinets be opened for your inspection. Score the equipment and supplies that are part of the apparent environment.

General guidelines for these scores are as follows:

1. **Safety:** Metal equipment should have no sharp edges, be free of rust, and not bend or give under hard use. No apparatus should be too high for an adult to pluck a child off its top, and it should be constructed in such a way that a jumping or falling child will have a good chance of avoiding impact with the apparatus. Wood objects should be splinter-free, and of close-grained wood. Plastic should be heavy-duty and unlikely to splinter. Pointed objects should not be in a permanently fixed position likely to stab a falling or passing child. Equipment should be stable, well balanced, so it will not tip over with an uneven distribution of weight.

   All substances used on equipment or by children should be nontoxic. You probably will not be able to determine the toxicity of paints used originally on equipment or in its repair, but excessive peeling of paint should downgrade your judgement of safety. For the most part, the toxicity of products designed for children can be determined. Nontoxic paints, clay-like materials, and crayons are almost always labeled "nontoxic" on their container. If this type of item is not kept in its original container and if you cannot manage to unobtrusively inspect the original containers in a storage area, you may assume they are safe if they are major brands of products made for children. Detergents and other such substances are generally labeled with safety precautions if they are toxic. Safety is to be rated on a scale of three:

   1 – Safe
   2 – Questionable safety
   3 – Apparently unsafe

2. **Accessibility:** The access a child has to the equipment provided for the group being observed or when the child is in the general vicinity of the equipment. If equipment is not used on the day of observation, then it should not be scored for accessibility. (An exception is equipment stored high above children's reach, which may be scored as very limited or inaccessible.)

   If some equipment is kept in a room where the children are not allowed to enter, then denying access to the equipment, if a child were to enter that room, is most likely meant to guide a child out of an unsupervised area. Equipment in that area should not be scored at all unless it is at one time or another during the observation day brought into a child-use area, or the children are brought into the room where it is located.

An accessibility rating should not be affected by inaccessibility caused by the fact that one child is using the piece of equipment at the time when another child wants to use it. When the group is engaged in a special activity and a child is not permitted to leave the activity and use some other equipment unrelated to the activity, do not count the equipment as inaccessible. Accessibility is to be rated on a three-point scale:

1—Completely accessible: Something a child can approach and use without permission from the caretaker or help in getting it out.

2—Limited accessibility: Permission or help is needed, but is almost always granted.

3—More limited accessibility: Permission or help is needed, and is withheld frequently.

(If "3," indicate if it is because:)

a—Being able to use the equipment is considered a special reward

b—The equipment is used for special times or activities

3. **Adequacy in Number**: An adequate amount of equipment according to demand. It is all right for children to have to wait to use the equipment. Do not count instances where the caretaker limits the amount of equipment that children can use at one time (for example, passing out only a few pieces of Tinkertoys to each child.) These cases should be rated under accessibility. Adequacy in number is to be rated on a two-point scale:

1 — Adequate
2 — Inadequate

4. **Workability**: Do all pieces of equipment really work the way they look like they should and are all the required parts present? Workability is to be rated on a three-point scale:

1—Completely unworkable: The equipment cannot be used at all either because an important piece is missing or because other equipment necessary for its use is not available (for example, paints, but no brushes).

2—Partially unworkable: Unworkable in some minor way or relatively unimportant parts missing; the equipment can still be used safely by the children but not to its full extent or in ways that require improvisation on the children's part (for example, toy telephone with dial broken, a set of nesting cups with a few sizes missing).

3—Workable: No parts are missing or broken; other equipment necessary for its use is available.

5. **Used today**: Was the equipment used today by children in the group being observed? Used today is rated on a two-point scale.

1 — Yes
2 — No

In completing the following form, place the number of your rating for each category next to each piece of equipment that is clearly present in the room being observed.

	Safety	Accessibility	Adequacy in Number	Workability	Used Today
ARTS & CRAFTS					
Easels					
Paint brushes					
Finger paint					
Poster paint					
Tempera paint					
Water colors					
Spray paint					
Pans for mixing colors of paint					
Crayons (assorted colors)					
Colored construction paper					
White drawing paper					
Glazed shelf paper for finger painting					
Poster board					
Thumbtacks, clamps, or clips to attach paper to easel					
Scissors: Blunted point					
Sharp point					
Left-handed					
Clay, dry or mixed					
Modeling clay					
Play dough					
Plasticine (to supplement clay, not replace it)					
Plaster of Paris					
Library paste					
Glue					
Collage or craft-type materials:					
Sponges for sponge painting					
String					
Yarn					
Paper plates					
Paper bags					
Corks					
Tissue paper					
Crepe paper					
Snow spray					
Wallpaper					
Sandpaper					
Pipe cleaners					
Tongue depressors					
Cotton batting					
Felt					
Glitter paper					
Beads					
Woodworking:					
Drill					
Hammers, claw					
Nails					
Sandpaper					
Saw					
Wood scraps					
Workbench with vise or sturdy wooden tables with vises					

	Safety	Accessibility	Adequacy in Number	Workability	Used Today
AUDIO VISUAL					
Tape recorder					
Filmstrip equipment					
Projector					
Story books					
Picture books					
MUSIC EQUIPMENT & SUPPLIES					
Piano					
Tom-toms					
Rhythm sticks					
Bells					
Marimba or xylophone					
Drums					
Sand blocks					
Tambourines					
Kazoos					
Triangle					
Ukelele					
Nursery harp					
Autoharp					
Record player					
Records					
BUILDING					
Small hollow blocks, wood or cardboard ("small" means hand-held)					
Small solid blocks (unit blocks)					
Large building blocks					
Kegs					
Packing boxes					
Wood crates					
Pile of bricks					
Boards					
Rubber or wood animals and people					
Tinkertoys					
Lincoln Logs					
Constructo toys					
ROLE-PLAYING TOYS					
Doll equipment:					
Dolls					
Doll clothes					
Doll bed and bedding					
Doll carriage					
Doll dresser (to hold doll clothes)					
Doll bathing equipment (sink, pan, bathinette)					
Cooking equipment:					
Toy stove (child-size, not doll-size)					
Cupboard (child-size, not doll-size)					
Refrigerator (child-size, not doll-size)					
Pots and pans					
Cooking utensils					

	Safety	Accessibility	Adequacy in Number	Workability	Used Today
Cleaning equipment:					
Broom (child-size)					
Dust pan					
Mop (child-size)					
Laundry equipment:					
Ironing board (child-size)					
Iron					
Clothes basket					
Clothes pin and clothes line					
Toy telephone					
Dining equipment:					
Toy dishes					
Small table and chairs					
Dress-up clothes or costume box					
Toy cash register					
Cowboy and Indian gear					
Doctor and nurse kit					
Hollow blocks, cardboard boxes, packing boxes for building store, gas station, train, fort					
Small cars, trucks, airplanes, boats					
Medium size (12" or more) cars, trucks, airplanes, boats, wagons					
Fire engine					
Puppets					
MANIPULATIVE PLAY MATERIALS					
Color cone					
Nested blocks					
Peg board (variety of shapes and sizes)					
Form board					
Large beads, buttons, spools for stringing					
Puzzles					
Design cubes					
CLIMBING					
Jungle Gym or climbing frame					
Ladders or ladder boxes					
Trapeze and rings					
Slide					
Large concrete pipes					
Tunnel					
Rope					
Climbing tree					
Platform and steps					
Walking beam or board					
Sliding pole					
Ramps with bench between					
Monkey bars					
Tree stump					
Hanging bar					
Jumping board					
Tire					

	Safety	Accessibility	Adequacy in Number	Workability	Used Today
PUSHING, PULLING, AND THROWING					
Wagons or drag boxes					
Wheel barrows					
Hollow blocks and boards					
Packing boxes and barrels					
Rubber balls, assorted sizes					
Sleds					
Snow shovels					
Scooters					
Swings:					
Single					
Double					
Tether ball					
Seesaw					
Rocking boat					
Cradle board					
Spring horse					
Cars to sit on and drive					
Merry-go-round					
Tricycles					
Tire					
DIGGING AND MANIPULATIVE ACTIVITY					
Gardening tools (rakes, shovels, watering can, hose)					
Large brushes and pails for water painting					
Sand box or area					
One area provided with pebbles instead of sand					
Dirt to dig in					
Shovels, pails, pots, pans, cups and spoons					
Sifters (screening of several sizes tacked to wood frame)					
Chutes (gutter pipe or vent pipe from clothes dryer)					
Pulley with rope and pail					
Small pieces of wood and sticks to augment building projects					
Seats or table-like area above sand level					
Water play table units					
Gardens					
POUNDING					
Wooden mallets					
Peg boards and pegs					
Hammer board sets					
SCIENCE EQUIPMENT AND SUPPLIES					
Aquarium for gold fish, tadpoles, guppies, turtles (with grass, seaweed, and food)					
Pets (e.g., turtle, fish, rabbit) with facilities for handling and proper sanitation; healthy animals free from disease					
Cages for animals and visiting pets					
Bird feeding shelf and suet feeder					
Plants (including those which children have planted themselves)					

	Safety	Accessibility	Adequacy in Number	Workability	Used Today
Magnet					
Magnifying glass					
Prism glass					
Thermometer					
Test tubes					
Batteries and bulbs					
Natural materials:					
Pebbles					
Branches					
Weeds					
Sea shells					
Leaves					
Nuts					
Experiments set up: (e.g., floating and sinking objects)					
Workable models of simple machines:					
Inclined plane					
Lever					
Pulley					
Gear					
Wheel and axle					
Screw					
Adjustable fulcrum balance					
COGNITIVE OPERATIONS					
(Toys that involve these principles)					
Color Discrimination—the ability to identify and match objects by color					
Number Discrimination—the ability to recognize and match numerals and corresponding numbers of objects					
Visual Discrimination—the ability to differentiate the forms and symbols in one's environment					
Tactile Discrimination—the ability to identify and match objects by touching and feeling					
Shape Discrimination—toys that require shape discrimination are those where a child must perceive the shape of an object so it can be dropped in a hole the same shape or set into a puzzle-like frame, or matched with an object the same shape					
Length Discrimination—the ability to differentiate among objects of different lengths					
Auditory Discrimination—perceiving differences and similarities in sound					
Seriation by Color—the arrangement or grouping of objects in a series, succession, or progression according to color					
Seriation by Number—arranging numbers in ascending and descending order, or in repeating patterns					
Seriation by Relative Size—arranging items in graduated sizes, either largest to smallest or smallest to largest					

	Safety	Accessibility	Adequacy in Number	Workability	Used Today
Visual Seriation—involves the arrangement of pictures in logical order, such as to tell a story, illustrate the process of change or cause and effect, and other relationships					

B. Activities Checklist

For each of the activities listed below, indicate which ones:

a) The children tried to start
b) The children did engage in
c) Were successful, as far as children's involvement and interest seem to indicate

Check as many columns as are applicable for each activity.

	Tried to Start	Engaged in	Successful
Run			
Jump			
Bend			
Squat			
Stretch			
Pull			
Push			
Crawl			
Swing			
Climb			
Balance			
Dig			
Carry			
Lift			
Throw			
Roll			
Sit			
Imagination			
Cooperation			
Planning			
Social play			
Solitary play			
Sight			
Sound			
Touch			
Small-muscle activity			
Personal courage			
Fact learning			
Hand-eye coordination			
Spatial relations			

FORM 15—Observation of Group Experiences

CENTERS and HOMES

DIRECTIONS: Forms 15 and 16 on program observation are the most important instruments in the manual, for they measure the program characteristics and the caretaker interaction with the children more directly than any of the other forms.* These forms are also the most difficult to complete with accuracy since they require many subtle judgments on the part of the rater.

The forms consist of several rating scales, each one measuring one particular dimension or facet of program or caretaker behavior. The definitions and examples listed under the scale headings provide the information on which judgments of degree are to be based. The scales guide the observer in describing and making distinctions of degree about the program or caretaker behavior.

The observation period needed to complete these forms is long and intensive, and the forms will be completed after you leave the facility. The observation should be conducted in two ways: (1) a two-and-one-half hour observation period should be set aside specifically for these forms. During this time, however, you should be aware of the occurrence of events that are evaluated by other forms. (2) While you are present at the facility and observing for and completing other forms, you will observe behavior that can and should influence your ratings of Forms 15 and 16.

The best time to do the intensive observing for Forms 15 and 16 is when the program is in full swing (including free choice periods, if the program offers them). For the facilities in the field tests, this time was usually in the morning, after the completion of arrival activities. You should not do any intensive observing for these forms during routines such as nap time when the children are asleep, at lunch time, or when the children are waiting to go home. Nor should you do any when the group is outdoors — unless a large portion of the day is spent outdoors and the area is confined enough so that you can hear what is being said. As in all observing, remain as distant as possible to avoid affecting the behavior of caretakers and children.

While observing for the two-and-one-half hour period, you should take concentrated process notes for use in completing the forms later. If the flow of the program seems to demand it, the period of concentrated note-taking may be distributed within the same day to equal the time required. Note-taking keeps one incident from being too heavily weighed in judgment when the forms are filled out, and prevents the observational orientation of the observer from waning during an extended period of time.

Only one copy of Form 15, Observation of Group Experiences, should be completed for the group under observation. An *exception* to this rule exists where children are shifted to a different program in the middle of the day. For example, some nursery schools with adjunctive day care facilities include the day care children in the nursery school program for one-half of the day and provide different staff or room space for the other half. In this case, observe in the nursery class for a half-day and in the day care class for the rest of the day. Complete a separate Form 15 for each part of the program.

Form 16, Program Observation of Individual Caretakers, should be completed for *each* caretaker who is with the group when *any* of the children are awake. Do not observe other persons who are simply observing the group for any purpose. Complete this form for the five or fewer caretakers who have supervised the children for the longest period of time over a half-hour. An exception is where children are shifted to a different program in the middle of the day. In this event, as many as five copies of Form 16 for each of both parts of the program day may be completed.

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*The term "caretaker" includes teachers, assistant teachers, aides, volunteers, directors acting as teachers, day care mothers, assistants to day care mothers, and older children who help care for or watch younger children.

The note-taking pages should be divided into as many columns as there are caretakers to be observed at any one time. All notes on a particular caretaker, including the times of her arrivals and departures, are made in one column. In this way, separate copies of Form 16 can be completed by the end of the day. Notes taken on a caretaker who was present for less than a half-hour can simply be crossed out at the end of the day, and no form completed for that person. If there are more than five caretakers per group (or per half-day in the case of a program shift), then disregard the notes taken on the extra caretakers who were on the scene for the shortest periods of time.

Notes should be taken for short recall, because the forms should be completed *as soon as possible* after leaving the facility. They should be filled out based on your overall impressions, not just by counting up your notes. The notes serve as reminders, and your reasoning for the ratings does not have to be written in the notes. The notes should be able to justify your impressions, but only with you as the interpreter. They need not be legible or comprehensible to others without your help. You must be thoroughly familiar with the scales so you will know what to look for. This requires an intensive study of the forms before any observing is attempted. It will be helpful to discuss the scales and what they mean with other observers.

You may notice that remarks and behaviors referring to or addressed to individual children have more impact on your sensibilities than those addressed to the group. They probably have a disproportionate effect on children as well, so you may allow this difference to affect your judgment. However, do be aware of and consider more than just the most prominent or noteworthy caretaker behavior when completing the forms. Your ratings should reflect your impressions as gained throughout the day, a great deal of which should be gathered from observations of the more common or less spectacular aspects of caretaker behavior.

Do not leave any scales blank unless you saw absolutely no evidence one way or the other of the behavior described by the scale. The fact that more than one type of scale appears in these forms should not be a source of disturbance to you.

You are strongly encouraged *not to avoid* choosing the extreme points of a scale just because you once saw a similar behavior that was more extreme, or because you expect eventually to observe something more extreme. The more observers are able to score toward extremes, the more likely it is that the manual can discriminate between facilities according to the types of care they provide. It is very unlikely that a caretaker will strike a child, or that she will produce a startlinglycreative way of responding to a situation. Do not wait for these kinds of behavior to score toward the extremes of a scale.

In making your judgments on the scales in Form 15 you may sense that your best judgment does not reflect the actual inconsistency observed regarding the topic under consideration. When this is the case, make an I in front of your scoring mark to indicate that though you have scored the best summary of what you have observed, there is an inconsistency (which probably affects children) in the group's environment.

A list of abbreviated headings is attached for use in taking notes for Forms 15 and 16. This list corresponds to the headings of each rating scale in Forms 15 and 16. The scales are numbered consecutively, starting with scale 1 in Form 15 and ending with scale 73 in Form 16.

ABBREVIATED HEADINGS FOR USE IN TAKING NOTES
(for Forms 15 and 16)

Form 15

Prop time to program aspects
No. of ch
No. of CTs
No. of involved CTs
Authority relationships among CTs
Affective relationships among CTs
CTs attitudes to parents
CTs attitudes to non group
Promoting soc/play contacts
Requirements of group living
Respect indiv rights in group
Putting away equip: indiv/sm group
Determining indiv/sm group users of equip
Putting away equip for group
Who cleans up after group
How scheduled day was
No. of major scheduled periods
Shifting activities w/i sched periods
Ch's involvement
Relax/Tension: ch
Soc/self-amusement among CTs
Program aspects for cog devlpt
Variety cog skills
Learning potential of program
Types learning skills emphasized
Deg self-help encouragement
Areas of self-help encouragement
Variety of program expression
Intra-group friction
Amt unresolved intra-gr friction

Form 16

Spec contact by program setting
CT typical posture
Clinical comments on ch
Clinical comments on family
Voice tone/volume
CT manners to ch
CT emphasis manners for ch
CT as model for language
CT dependency on ch's affection
Restrictions/demands
Explain of restrictions
Mode of reinforcing restrictions
CT respond to consequence vs. intent: mishaps
Punitiveness of control
Amt observing by CT
Resolving conflicts not observed
Acknowledge feelings vs standard of behav
Remarks to whole group vs indiv ch
Respond to ch as indiv
Bal approv/disap by CT
Differential response to ch
Apparent basis for differ response
Physical punitiveness
Relax/Tension: CT
Amt overt affection by CT
Consistency, steadiness: Impulsive/Stable
Creative intro of cog skills
Deg CT behavior indicates curiosity
Amt CT encouragement of ch's curiosity
Extent CT attends to ch's communications (v/nv)
Emphasis on experiential mode for cog devlpt
CT role re ch's choice of activities
CT directiveness re ch's play activities
CT encouragement ch's self-express
Convergent reasoning
Divergent reasoning
Broaden base of knowledge
Broaden associational approach
Work-play process vs product quality
Ch's thinking vs correct answer
Corrections of errors
Aids in problem-solving
Redirection of activity

Group Identifying Information:

Name of facility: ____________________

Group name, if more than one group at facility (room number, name of head teacher): ____________________

____________________ ☐ A.M. ☐ P.M. ☐ Full day

Date of observation: ____________________

Time observer was with group: ______ A.M. to ______ P.M. Time of nap: ______ P.M. to ______ P.M.

Observer Identification:

Name of observer: ____________________

Time on site: ______ A.M. to ______ P.M.

Time during which concentrated notes taken (should total two-and-a-half hours): ______ to ______

______ to ______

______ to ______

Total ______ hours

If more than five people really served substantially as caretakers, check here ______ .

1. **Proportion of Time Spent by Typical Child in Various Aspects of the Program**

Estimate by percentage of entire day. Base your answer on what you observe today.

______ % 1 – Free play, indoors

______ % 2 – Free play, outdoors, in gym, or area set aside for gross motor activities

______ % 3 – Routines (taking off and putting on outer clothing, *group* time devoted to picking up and putting away materials, washing, toileting, snack, lunch, and rest)

______ % 4 – Caretaker-directed (initiated and structured) group play activities indoors (story-reading, rhythms, games, listening to music, singing)

______ % 5 – Caretaker-directed games or exercises outdoors, in gym, or gross motor activities area

______ % 6 – Formal lessons (the children are expected to acquire a specific skill and perhaps demonstrate whether they have learned. Examples: Spanish lesson, Bible study, learning to count)

______ % 7 – Excursions (a walk, go to the store)

2. **Number of Children**

Number of children in the observed group for most of the day: ______

3. **Number of Caretakers**

Number of caretakers taking primary responsibility for the group being observed. ______

4. Number of Actively Involved Caretakers

Average number of caretakers actively involved with children in this group at any one time. Use decimals if you feel it will make your estimate more accurate. If children had only one caretaker and they were at any time beyond her earshot, then this answer should be less than one. If in this case she could at least hear them, then this answer can be "1." _______

5. Authority Relationship Among Caretakers

This scale is concerned with obvious lines of authority and responsibility among the caretakers in the facility. An apparently *authoritarian* relationship exists in the following examples: The teacher is heard to give orders to aides without explanation; aides are not allowed to take responsibility but must wait for the teacher to tell them what to do, or are relegated to clean-up jobs almost exclusively; the manner in which the teacher talks with aides and her tone of voice might indicate a somewhat contemptuous attitude that she enjoys bossing people around.

An apparently *democratic* relationship exists in the following examples: The teacher makes suggestions to the volunteer or asks her to do something; she explains; she listens to suggestions from volunteer; volunteer takes some responsibility for the group, or parts of the group, or for particular group activities; teacher's manner and tone of voice indicate respect for the volunteer.

This scale refers to two dimensions: attitudes and assignments of jobs. Let the attitudes you sense influence your choice somewhat more than the job assignments. Attitudes are more discernible by children, and it is natural for more skilled persons to take over more critical assignments. Since you are to make one judgment relating to the multiple relationships in the facility, make sure that your judgment is affected by the whole network of relationships and its general impact on the atmosphere. Try to imagine if a child could perceive a hierarchy among the staff or if he could tell who was the "low man on the totem pole." (Do not include older children acting as caretakers in your consideration of this scale.)

1 – Quite authoritarian
2 –
3 –
4 –
5 –
6 – Quite democratic

6. Affective Relationships Among Caretakers

Caretakers amusing themselves together should not affect scoring toward the extreme. Friendly relations in the facility between caretakers who take some time away from children should not be scored lower in comparison.

Try to infer people's real feelings for each other, not just surface amenities. Try to discern how comfortable the caretakers appear to be with each other. Include older children acting as caretakers in your judgment, but do not include momentary conflict between a child acting as caretaker and an adult caretaker who is that child's parent.

1 – Positive relationship (Relationships seem amicable and friendly; no signs of friction, tension, conflict, or temperamental incompatibility among caretakers.)
2 –
3 – Few signs of friendliness. Some caretakers may have little or no contact with certain other caretakers, perhaps by their own design or they may pass up opportunities to be friendly and only discuss what is necessary for the conduct of business.
4 – Slight, but some unmistakable signs of dislike, tension, or conflict among caretakers
5 – Some genuine dislike, conflict, friction, or temperamental incompatibility in evidence among caretakers

7. Caretakers' Attitudes Toward Parents

How do the caretakers treat parents who bring or pick up children, or who drop by. Try to discern if any parents are treated rudely.

1 – In a respectful or friendly manner
2 – Generally in a neutral manner
3 – In a manner that may be interpreted by an observing child as unfriendly or disrespectful

8. Caretakers' Attitudes Toward Nongroup Members

How do caretakers treat outsiders in the group (a visiting director, an observer), especially those who seem to be in a superior position.

1 – In a respectful or friendly manner
2 – Generally in a neutral manner
3 – In a manner that may be interpreted by an observing child as unfriendly or disrespectful

9. How Much Are Social and Play Contacts Between Children Encouraged

When rating, consider not only the frequency of occurrence but also the amount of time, elaboration, and thoughtfulness involved in each instance. Two examples are:

Unelaborated Example: Caretaker suggest to David, who is pulling a wagon, that he gave Emma a ride.

Elaborated Example: Same as above. If the children agree to this, caretaker might stay near them and make other suggestions, such as that Emma and David might get some blocks to put in the wagon, or that some other wheeled toy might be attached to the wagon.

Implied in this emphasis of social contacts is the notion that they are enjoyable for children or that necessary social skills are learned through social contacts. Mere proximity need not to be construed as encouragement to social contact. Several children *not* encouraged to interact and working at the same table may be there only for convenience. However, setting up a snack table with only two places *is* some inducement to social contact because just two people are more likely to really interact than a group.

Playing organized games that do not pair people up or promote contact in some other way, and "you children go and play together" should be rated "low." Some real facilitation by the caretakers (either in planning or guidance) is necessary for a higher score. Naturally you are to coalesce your impression of the whole day in your judgment.

1 – Very high
2 – High
3 – Moderate
4 – Low
5 – None

10. How Much Are the Requirements of Group Living Emphasized

"Requirements of group living" include sharing, taking turns, listening to others, cooperation, respect for property belonging to others, etc. When rating, consider not only the frequency of occurrence but also the amount of time and elaboration involved in each. Two examples are:

Unelaborated: If Johnny is trying to grab a wagon from Lucy, caretaker says to Johnny, "You'll have the next turn with the wagon."

Elaborated: Caretaker says, "You'll have a turn with the wagon as soon as Lucy is through. Everybody who wants to can have a turn, but we only have one wagon. Maybe you could let Lucy pull you in the wagon for a while, and then you could have a turn pulling her." Caretaker may also sing a song about each child pulling the wagon, or each child having a turn, etc.

1 – Very high
2 – High
3 – Moderate
4 – Low
5 – None

11. **Are the Rights of the Individual in Group Living Respected and Acknowledged**

For example, the right to be left alone or the right to privacy, the right to complete a project without interference, the right to decline a turn or to not answer, or the right to have one's legitimate feelings validated. This scale is *not* intended as a contrast to the previous one. A caretaker who simply ignores the children is not respecting these rights; there must be a more active acknowledgment to convey the impression sought here.

1 – Very high
2 – High
3 – Moderate
4 – Low
5 – None

12. **Rules for Putting Away Equipment for Individuals and Small Groups**

What does the prevailing policy seem to be in regard to putting toys and equipment away when used by children individually or in very small groups.

1 – Each thing must be put away by child before getting another thing to use.
2 – Things must be put away before a new activity is started. (The essential difference between this point and the previous one is that materials or equipment can be combined here if the child so wishes. That is, he does not have to store equipment before he takes another type of thing provided he is using them together.)
3 – Things do not have to be replaced until particular turning points in the day, provided there is ample room. (A *turning point* is a major shift in activities initiated by the caretakers and most likely affects the whole group, such as a change from outdoor free play to an indoor caretaker-directed activity. The difference between this point and point 2 is that in 2 the decision to start a new activity is made by the child, such as moving from block building to finger painting during a free play period. The fact that turning points in the day may interrupt the use of equipment when one of the two previous scoring categories is more appropriate should not be reflected in the present category.)
4 – Equipment and toys need not be put away until the end of the day.
5 – No requirements about putting things away.

13. **Determining Individual and Small-Group Users of Equipment**

Do the caretakers generally make an attempt to determine which child or which children should be responsible for putting this "individually used" equipment away.

_____ Yes _____ No

14. **Rules for Putting Away Equipment for Group Activities**

In regard to equipment and materials used in group activities:

1 – Things must be put away before a new activity is started.
2 – Things do not have to be replaced until a particular turning point in the day, provided there is ample room

scale continued on next page

3 – Equipment and toys need not be put away until the end of the day.
4 – No requirements about putting things away.

15. Who Cleans Up After Group Activities or When User of Equipment Is Unknown

Which of the following seems to be most characteristic (in regard to materials used in groups or those used by unknown individuals):

1 – Children put away most everything
2 – Children put things away with the help of caretakers
3 – Caretakers and children share the responsibility
4 – Caretakers clean up while children are otherwise occupied
5 – Caretakers clean up while the children wait or look on

16. How Scheduled the Day Was

Were there many times when activities were clearly scheduled and appeared to be similarly scheduled on other days. The activities themselves need not be structured ones; free play may be a scheduled period. What is sought here is a sense of whether the children seem to know what to expect in general throughout the day. Lunch, naps, putting on and taking off of outer clothes are expected to be predictable by children and should not influence your judgment. If children progress to a new activity with minimal cues you could assume the change is expected by them.

1 – No obvious scheduling outside of routine activities
2 –
3 –
4 – Clearly scheduled, anticipated, and acknowledged by children's behavior

17. Number of Major Scheduled Periods

How many major scheduled periods or turning points did there appear to be in the day (exclusive of routines). Acknowledgment and anticipation by children of the periods does not play a major part here as it did in the previous scale. The fluctuation of scheduled activity is the essence of what is sought here.

1
2
3
4
5
6
7
8
9
10 or more

18. Amount of Shifting of Activities Within a Scheduled Period

How much changing of activities within these major schedule slots did there seem to be. This scale focuses on the frequency of change and how long children spend on an activity. Do not base your ratings on how smoothly the transitions are made.

1 – A great deal (children go rapidly from one activity to another when they have the option: for example, from puzzles to clay, or from painting one picture to painting another, or the caretakers redirect the group often during group activities.)
2 –
3 –
4 –
5 – Very little (children seem to address single activities for extended periods. Group activities follow on the same theme for extended periods.)

19. Extent of Children's Involvement

To what extent do children in this program seem intensely involved in what they are doing. NOTE: A child wandering around who seems to be really observing what others are doing or really trying to decide what would be most interesting to do is *not* a sign of noninvolvement, especially if the child settles on something to do.

1 – Very involved (children are often deeply absorbed in what they are doing.)
2 –
3 –
4 –
5 – Very little involvement (Example: Often there is a sense of purposelessness, perfunctory performance–merely going through the motions–or perhaps aimless wandering.)

20. Relaxation or Tension of the Children

1 – Very relaxed (children seem unpressured, unrushed, adequately paced)
2 – Generally relaxed
3 – Moderately relaxed
4 – Generally tense
5 – Very tense (children seem upset; there is frequent wild and excited behavior; a great deal of friction; relaxed periods are rare.)

21. Distracting Socializing Among Caretakers and Self-Amusement

During the time when caretakers were actively on duty within earshot of children, how much socializing among caretakers or self-amusement took place that could be interpreted as diminishing the attention given to children. For day care mothers, activities such as involved phone calls, or watching television while children did something else would count. For center staff, prolonged conversations on duty would count. Taking care of the facilities does not count, provided communication is possible with children at the same time.

1 – Very little distracting socialization or self-amusement
2 –
3 –
4 – A great deal of distracting socialization or self-amusement

22. How Much Are Specific Program Aspects Used to Encourage and Stimulate Children's Cognitive Development

Cognitive development means such skills as: language development; understanding of concepts; development of ability to differentiate, generalize, and abstract; understanding of physical and other relationships; and understanding of the immediate environment (home and school) and as much of the large environment as is age-appropriate. (All learning experiences related to basic operations count for this scale. Learning how to button, sort flatware, learning that there is a left and a right shoe are relevant here.) To what extent were learning activities stimulated during each of the following activities (skip activities that did not occur):

a. Free play activities
1 – A great deal
2 – A noticeable amount
3 – Somewhat
4 – Very little observed

b. Caretaker-directed activities (for the whole group or subgroups)

1 – A great deal
2 – A noticeable amount
3 – Somewhat
4 – Very little observed

c. Routines and transitions

1 – A great deal
2 – A noticeable amount
3 – Somewhat
4 – Very little observed

d. Formal lessons

1 – A great deal
2 – A noticeable amount
3 – Somewhat
4 – Very little observed

e. Excursions

1 – A great deal
2 – A noticeable amount
3 – Somewhat
4 – Very little observed

23. **Estimate the Variety of Cognitive Skills Stimulated Throughout Program Day**

This scale refers to the range of types of cognitive skills the caretakers are able to weave into the program

1 – A great deal
2 – A noticeable amount
3 – Somewhat
4 – Very little observed

24. **Learning Potential Program**

How rich is this program in learning potential. Please bear in mind that it is fairly easy to attempt to teach letters and phonics recognition, counting skills, and naming things compared to less obvious preschool skills. Attend to the potential for learning these less obvious preschool skills. Generally these skills include the understanding of concepts; development of ability to differentiate, generalize, and abstract; understanding of physical and other relationships; understanding the working of the immediate environment and as much of the larger environment as is age-appropriate; problem-solving.

1 – A great deal of learning potential built into program features
2 –
3 –
4 –
5 –
6 – A poverty of learning potential

25. **Types of Learning Skills Emphasized**

Estimate the percentage of the learning activities geared to obvious verbal skills (letters, counting, naming things) and those aimed at the less obvious preschool skills (as explained in the previous scale). Your answer does not have to total 100 percent.

scale continued on next page

_____ % Verbal and preschool skills

_____ % Subtler cognitive skills

26. **Degree of Self-Help Encouragement**

Do the caretakers encourage children to do things for themselves if they are capable or almost capable of doing them. To qualify, the caretakers must evince a willingness to hold off taking over so long as the child is not verging on utter frustration — regardless of the greater time involved when the child is performing as opposed to when the caretakers are. Scores should be raised on this scale if the caretakers give minor assistance to keep the child from giving up his attempt. Part of what is to be considered here is whether the equipment, bathrooms, etc. are accessible to the children and the caretakers encourage the children to use them.

1 — Greatly encourages self-help
2 —
3 —
4 —
5 — Discourages self-help

27. **Areas in Which Self-Help is Encouraged**

Do the program aspects vary in regard to the encouragement of self-help. Check the areas in which self-help is encouraged, and circle those in which self-help is especially emphasized.

_____ Free play
_____ Caretaker-directed activities
_____ Routines and transitions
_____ Formal lessons

28. **Variety of Program Expression**

Does this program have a variety of program facets: art, music, problem-solving activities, discovery activities, etc. Allow variation within each facet to affect your scoring as well as the presence of numbers of these facets. (For example, in music activities do they sing, tap in rhythm, dance, play records, use instruments, or do they tend toward only *one* of these music activities.)

1 — A great deal of variety
2 —
3 —
4 —
5 —
6 — Little variety

29. **Intragroup Friction**

How much bickering, poking, taking away toys, nonaccidential bumping, threatening, name calling, or face-making, etc., is observed among the children.

1 — A great deal
2 — A noticeable amount
3 — Some
4 — Little
5 — Very little

30. **Amount of Unresolved Intragroup Friction**

How much of this intragroup friction among the children seems to be ignored by the caretakers or not dealt with.

1 – A great deal
2 – A noticeable amount
3 – Some
4 – Little
5 – Very little

FORM 16—Observation of Individual Caretakers

CENTERS
and
HOMES

DIRECTIONS: See instructions for completing Form 15, Observation of Group Experiences.

Name of facility: ______________________________

Group name, if more than one group at facility (room number, name of head teacher):

______________________________ ☐ A.M. ☐ P.M. ☐ Full day

Name of observer: ______________________________

Caretaker Identification:
Name (first name or other firm identification will do, or whatever the children call her. It is best not to ask people their name if it will make them uneasy): ______________________________

____

Approximate age (in years): ______________

Time observed on duty____ to ____ ; ____ to ____ ; ____ to____ ; ____ to ____ ; ____ to____ .

31. Specialized Contact by Type of Program Setting

Was this caretaker's contact with children limited to certain activities; if so, what was she most involved in. Do not mark what she was best at, but only to show what she was limited to.

______1 – Free play, indoors
______2 – Free play, outdoors, in gym, or area set aside for gross motor activities
______3 – Routines
______4 – Caretaker-directed group play activities indoors
______5 – Caretaker-directed games or exercises outdoors, in gym, or gross motor activities area
______6 – Formal lessons
______7 – Excursions

32. Caretaker's Typical Posture

What best typified this caretaker's posture in talking to an *individual* child *at close range:*

1 – Usually assumes a standing position
2 – Does not change posture in order to address a child
3 – Stooped, crouched, sitting, or on knees, etc.

33. Clinical Comments on Child

Did this caretaker speak to another person about a child within earshot in a derogatory manner. Do not include here comments addressed directly to the child being talked about; that possibility is covered separately. Examples from the pilot test are: A teacher called out to another teacher: "Watch out for Betty because she wets her pants." "John has a perceptual handicap; he is not as slow as he appears." "Tim can never get his shoes on the right foot." Such comments may be true facts, but they are spoken without regard to the child's feelings. That is, the child is probably aware that he is being put down.

1 – None
2 – At least once
3 –
4 – A noticeable amount

34. **Clinical Comments on Family**
Did this caretaker speak about a child's family in a clinical or derogatory manner within earshot of the child. For example: "Mary's mother never dresses her warmly enough; I always have to lend her a sweater."

1 – None
2 – At least once
3 –
4 – A noticeable amount of this behavior

35. **Typical Voice Tone and Volume**
Regardless of the range, what was characteristic of the caretaker's voice:

1 – Noticeably soft and gentle, never raised voice appreciably
2 – Mostly normal conversational; sometimes soft or somewhat increased volume for special purpose; never close to yelling
3 – Normal conversational or somewhat soft; sometimes near shrill or sharp for special purposes
4 – Often volume louder than conversational; but never shrill or yelling quality
5 – Often volume louder than conversational; sometimes shrill or yelling quality
6 – A noticeable amount of yelling or shrill quality to her vocalizations

36. **Caretaker's Manners in Dealing with Children**

1 – Noticeably polite
2 –
3 – Sometimes rude

37. **Caretaker's Emphasis on Manners and Decorous Behavior for Children**
Manners: verbal politeness ("Thank you," "Please," "Excuse me"); table manners (use of proper utensils); not running or shouting unless part of an activity, etc.

1 – Very high
2 – High
3 – Moderate
4 – Low
5 – None

38. **Caretaker As a Role Model for Language Usage**
This scale refers to correct pronunciation, word meaning, grammar, etc. (Do not rate caretakers whose native language is other than English.)

1 – Good
2 – Fair
3 – Poor

39. Caretaker's Dependence on Expressions of Appreciation or Affection From the Children

An observer will sense that some caretakers are performing for the children and are dependent on their adulation. Instead of being able to evaluate their influence on the child by using their knowledge of and sensitivity to the child, some caretakers seem to require the child's validation or approval. This is a difficult aspect of behavior to describe, but you are like to recognize it when you see it.

1 – Very great dependence
2 – Great dependence
3 – Moderate dependence
4 – Slight or little dependence
5 – No dependence

40. Restrictions and Demands

How many restrictions and demands does this caretaker make that are not motivated (as far as you can tell) by safety, the continuation of the program, or the special needs of a child. Try to rate this scale by how imposed-upon the children might feel because of these restrictions and demands. That is, if a restriction or demand seems to make sense to the child, and does not irritate or interrupt him, then its demanding or restricting quality converts more to guidance or reminders. "Come to lunch," unless a child is not allowed to put the finishing touch to his activity, is not very limiting. Let the restrictiveness or apparent severity of the caretaker's comments influence your judgment as well as the frequency of such instances.

1 – Rarely imposes restrictions and demands
2 – Imposes few restrictions and demands
3 – Imposes a moderate number of restrictions and demands
4 – Imposes numerous restrictions and demands

41. Explanation of Restrictions

To the extent that restrictions, on-the-spot decisions, or unusual pieces of behavior on the part of the caretaker are thought to impinge on the children, how much does the caretaker explain the reason for her action. (Examples of decisions or unusual behaviors are a particular resolution in settling a fight, appointing a helper for jobs not already assigned, stopping a game before each child has had a turn, losing her temper, etc.)

1 – Always explains reasons
2 – Usually explains reasons
3 – Sometimes explains reasons
4 – Seldom explains reasons
5 – Never explains reasons

42. Mode of Reinforcing Restrictions or Demands

Given a situation in which a child noticeably resists complying with a restriction or demand, which of the following seems characteristic of the caretaker's approach. (Rank the caretaker's methods, beginning with "1" for what was most characteristic. Skip methods that were not used at all by this caretaker.)

_____ Physically moving or restraining the child, parts of his body, or whatever equipment he is involved with. (The severity of the force used is not at issue here, but rather the fact that a physical means of gaining compliance is used. A case where the caretaker gently holds a child's face toward her own so that the child must pay attention counts here. Force and punitiveness will be covered in a separate scale.)

_____ Reasoning with the child

_____ Arguing with the child

_____ Repetitive verbal insistence (akin to nagging)

scale continued on next page

_____ Changing the subject or diverting the child

_____ Capitulation, or surrendering the point

43. **Caretaker's Response to Consequences versus Intent of a Child's Act, Mishaps, or Disruptive Incidents**
Does the caretaker focus more on the intent or on the consequences of a child's act, particularly when the act is disruptive. Examples: A child knocks over the block construction of another child accidentally. A caretaker who emphasizes intent would point out the accidential nature of the incident or the surrounding physical setup that made passage without mishap very difficult. A caretaker who emphasizes consequences would comment on the distruction of the block construction or how terrible the builder must feel. (Note, however, if she talks about the feelings of the builder primarily to the *builder*, then this should not enter your judgment here.)

A child is trying to pour himself a glass of milk, which is put out for children to help themselves, to; he spills the milk, missing the glass. The caretaker takes the pitcher, pours the milk for him, and sees that the milk is wiped up. In doing so she is only minimally acknowledging intent of the child, but is emphasizing the consequences. If she takes the pitcher and does not pour the milk (or makes the child ask for it) she is emphasizing consequences. If she allows or encourages the child to pour again, with or without help, she is emphasizing intent.

During story time a child giggles, and the caretaker says "I know I didn't pay much attention to you today, but don't do that because I can't continue with the story." In this instance, she focused on the consequences and the intent about equally.

If the intent attributed to a child is malicious or in some way meant to point out a weakness of the child ("John won't come down the slide because he is afraid." "Susie pushed because she is mean") the incident is not scorable under this scale.

1 – Almost always focuses on intent
2 – Focuses on intent more than on the act or its consequences
3 – Focuses on act or consequences and intent about equally
4 – Focuses on the act or consequences more often than the intent
5 – Almost always focuses on the act itself or its consequences

44. **Punitiveness of Control**
To what extent are tactics for control or reinforcement of children characterized by psychological punitive measures. Examples of punitive behavior include sarcasm, shaming, abusive criticism, humiliation, prolonged or relatively severe isolation, and ridicule. Examples: The children's group activity involves jumping three times in unison. One child jumps too many times. The teacher points this out, "Johnny can't count to three." A statement such as "David, if you don't want to do what the rest of us are doing you may go sit on that chair and do something else," is eligible for affecting this scale depending on the tone of voice the caretaker employs and to whom she addresses her remarks. If she talked in a sharp tone to the child and addressed him with the other children watching the encounter, then she was at the least humiliating him and perhaps isolating him severely. If she addressed him without an audience and seemed to intend to offer the child an alternative activity, then her behavior does not qualify as negative psychological control or reinforcement.

If a caretaker publicly identifies a feeling she thinks is motivating the child's behavior in order to guide or control his behavior, and if this feeling is one that a child would prefer not to have identified in front of his peers, then the caretaker's behavior is to be considered negative psychological control and reinforcement. Examples: "John is afraid to come down the slide." (Had this caretaker simply tried to acknowledge what she assumed the child's feelings were, for example, "It seems scary to look down a slide, doesn't it? Come slide down," then her comments would *not* have to be considered negative psychological control and reinforcement.) In this scale the child is addressed directly, whereas on the previous clinical remarks scales 33 and 34, the child is within earshot of remarks about him directed to another person.

1 – Control methods always nonpunitive
2 – Control methods usually nonpunitive
3 – Control methods occasionally nonpunitive
4 – Control methods occasionally punitive
5 – Control methods usually punitive
6 – Control methods almost always punitive

45. Amount of Observing by Caretaker

To what extent does this caretaker assume an observational stance. Does this caretaker observe the children in her charge often and carefully. For example, does she seem to step back and carefully watch what they are doing. Does she tend to assume a position in the room that is a good vantage point. Does she look up and scan the group from time to time when she is working with an individual child. This scale asks if the caretaker does any observing, not how perceptively she observes or if she learns anything from it.

1 – Very observant
2 – Observant
3 – Somewhat observant
4 – Not observant

46. Manner of Resolving Conflicts or Incidents that were not Observed in Their Development

Given a caretaker attending to a situation that calls for resolution (a broken piece of work or a conflict between children), indicate the types of resolutions you observed to be characteristic. Did she consistently try to find out what had happened:

Yes________

No ________

Provided she could not determine what happened, which of the following were characteristic? (Circle all that most clearly apply):

1 – Blamed (or held responsible) one of the children because of her expectations of his behavior rather than because of what she saw
2 – Punished both children
3 – Acted in a way that implied both children were responsible
4 – Separated the conflicting children
5 – Isolated the conflicting children
6 – Distracted the children
7 – Negotiated a settlement
8 – Ignored the situation beyond inquiring about the cause

47. Acknowledgment of Feelings versus Standards of Behavior

To what extent does the caretaker acknowledge the child's feelings versus a standard of behavior in dealing with the children. A standard of behavior is a prescribed manner of acting in certain circumstances, such as verbal expressions of politeness.

Example: A child is fighting. Caretaker: "Are you angry because . . ." versus "Say you are sorry" or "It looks scary from up on the slide . . ." versus "Take your turn and come down the slide." If a caretaker insists on a certain behavior, such as saying "I'm sorry," and you feel the caretaker is trying at least in part to give the child a feeling of having been absolved of guilt, then the remark should count more for acknowledging feelings rather than standards of behavior. In comparison with scale 43, which emphasized intent versus consequences, a major difference here is whether the caretaker addresses the child whose feelings she is talking about or the child who is held responsible for having caused the feelings. "You made Jimmy sad by knocking down his blocks" accentuates consequences versus intent, and does not emphasize acknowledging feelings unless she in some way addresses Jimmy. Depending on what else the caretaker says, the same incident might bear on the scoring of scales dealing with the rules of group living and respect for individual rights in group living (10 and 11).

1 – Almost always acknowledges feelings
2 – Acknowledges feelings more than standards of behavior
3 – Acknowledges feelings and standards of behavior about equally
4 – Acknowledges standards of behavior more often than feelings
5 – Almost always acknowledges standards of behavior

48. Caretaker's Direction of Attention or Remarks to the Whole Group versus Individual Children
(A group for these purposes is three or more children for a center and two or more for a home)

1 – Predominantly to the group (caretaker spends most of her time and energy on overseeing and managing the group with little attention to the activities of individual children)
2 – More to the group
3 – More to the individual
4 – Predominantly to the individual (caretaker spends most of her time working with individuals and small groups, and gives little attention to overall managerial role)

49. Caretaker's Response to the Children as Individuals

1 – Very high (Caretaker's manner of address and response to the children is highly differentiated. For example, she tends to talk to the children individually, her voice and manner vary when dealing with different children, there are indications that she knows a great deal about the personalities of the children and their likes and dislikes. She knows what kinds of activities the individuals like to engage in, and what particular things they have been doing. She also shows a knowledge of "where the particular children are at" in learning a skill or working with a particular piece of equipment.)
2 – High
3 – Moderate
4 – Low
5 – Very low

50. Balance of Approval and Disapproval Expressed by Caretaker
All expressions of approval or disapproval are included, for example, of children's behavior, products, effort, clothing, verbal expression, etc.

1 – Expressions of approval predominate; little or no disapproval expressed
2 – More frequent expressions of approval than of disapproval
3 – Expression of approval and disapproval about equal
4 – More frequent expressions of disapproval than of approval
5 – Expressions of disapproval predominate; little or no approval expressed

51. Caretaker's Differential Response to the Children
Caretaker's special treatment of groups of children – two or more – having characteristics in common. *Groups* refers to discernible types, such as shy children. Differential treatment can be favorable or unfavorable. Examples are: Caretaker pays a great deal of attention or very little; expresses a great deal of affection or none; gives much praise or much criticism; gives special privileges or none; is highly involved, identified with, or is not at all involved, or identified with. Note the contrast between this scale and scale 49, which dealt with responding to children as individuals.

1 – Very great
2 – Great
3 – Moderate

scale continued on next page

4 – Little
5 – None

52. **Apparent Basis for Differential Response to Children**
A differential response has to have been observed with two or more children. Place a plus in front of categories receiving preferential treatment and minus in front of categories treated unfavorably. Skip this scale if no differential response was observed.

1 – Sex
  a – Boys
  b – Girls
2 – Racial, ethnic background
3 – Behavioral deviance
  a – Excessively shy. withdrawn, passive children
  b – Excessively aggressive, assertive children
  c – Excessively dependent children
4 – Intellectual ability
  a – High
  b – Low
5 – Other (specify) ____________________________

53. **Physical Punitiveness**
Is this caretaker physically punitive. Does she hurt children, shake them, use more force than necessary in restraining them. Does she insist that they assume uncomfortable physical positions.

5 – Quite punitive physically
4 – Somewhat
2 – Slightly
1 – Not at all physically punitive

54. **Relaxation of Tension: Caretaker**

1 – Very relaxed (caretaker seems unpressured, unrushed; there is very little friction between caretaker and child)
2 – Generally relaxed
3 – Moderately relaxed
4 – Generally tense
5 – Very tense (caretaker seems pressured and pressuring most of the time; there is a great deal of friction between caretaker and child)

55. **Amount of Overt Affection Expressed by Caretaker**
Does the caretaker seem fond of the children. This scale refers not only to physical and verbal expressions of affection, but also to facial and other, less explicit expressions.

1 – Numerous expressions of affection
2 –
3 –
4 – None

56. **Consistency and Steadiness: Impulsive or Stable**

1 – Caretaker tends to behave in an impulsive erratic manner (she is sometimes affectionate toward children, sometimes cold and unloving; unable to control her anger at times, at other times she is well controlled; she is subject to obvious mood swings. She contradicts her

scale continued on next page

directions without apparent good cause. Sometimes she is very permissive and other times autocratic.)

2 –
3 –
4 –
5 –
6 – Caretaker tends to behave in a stable manner (her behavior regarding affection for the children is even; she shows consistency of mood; she has an even temper. Seems to always carry through on plans unless there is good cause not to. She is consistent in her expectations and demands.)

57. Creative Introduction of Cognitive Skills

Estimate the amount of creativity, resourcefulness, and good judgment shown by the caretaker in weaving cognitive skills into the program aspects in which she was involved. In this scale *creativity* means being able to slip in cognitive skills as opportunities present themselves. The activity engaged in or the particular cognitive skill taught does not have to be unusual. For example, cookies baking in the oven are a chemical process, and the caretaker could point out that a change is taking place when the cookies are baking. Or a child who is cleaning up puts too many crayons of one color into the same box, and the caretaker shows the child how to figure out what is wrong. (Note: do not lower the caretaker's score if the program or the equipment is so well planned that her on-the-spot resourcefulness has less opportunity to be called into play.)

1 – A great deal
2 – A noticeable amount
3 – Somewhat
4 – Very little observed

58. Caretaker's Display of Curiosity About the World

Example: *Curious, exploratory:* Caretaker expresses curiosity, both verbally and nonverbally, about the world (why things are as they are, about relationships, causes, motivations, physical change, etc.); indicates that asking questions is important and interesting; that it is possible, through exploration, to find answers to questions; that she herself does not know all the answers, that no one does. Her behavior implies the world is wonderful and open to exploration.

Incurious: Caretaker does not express curiosity about the world; does not explore the environment or ask questions to which she may know the answers; her behavior therefore may imply that she knows all the answers, or that it is not worth the effort to be inquisitive.

1 – Very high curiosity
2 – High curiosity
3 – Moderate
4 – Low curiosity
5 – Incurious

59. Caretaker's Encouragement of Children's Curiosity, Exploration

1 – Very high encouragement (Example: responsive to children's questions. Although she may sometimes answer them directly, her tendency is to help them to find the answers by asking questions herself, by encouraging them to think for themselves, by providing or suggesting materials, activities, or experiences that may lead to further explorations.)
2 – High encouragement
3 – Little encouragement
4 – No encouragement (caretaker ignores children's questions or tells them she is too busy to answer questions. When they make spontaneous remarks that do not fit in with her plans or preconceived ideas, she may ignore them or tell them to keep quiet.)

60. Caretaker's Attention to the Children's Communications Whether Verbal or Nonverbal

1 – Always attends to children's communications, regardless of content. Caretaker indicates, verbally or nonverbally, that she values what the child is communicating or trying to communicate. If unable to attend at the moment, caretaker indicates to the child that she will get back to him, and does so. During group discussion or lessons, caretaker indicates to any child who wishes to speak that he will have a turn and sees that he does.)

2 – Attends more frequently than not to children's communications. (Nonverbal communications may be ignored more often than verbal; unassertive children more than assertive ones, or vice versa. Caretaker is not as likely to promise or carry through on promises to get back to a child if she is unable to attend at the moment, either in individual or group situations.)

3 – Some attention to children's communications.

4 – More frequently than not ignores children's attempts to communicate. (Caretaker's attention is selective: she may attend to specific kinds of communications, or to particular children's, or may be attentive only in certain situations, such as formal lessons or "show and tell.")

5 – Generally ignores or actively discourages children's attempts to communicate. (Caretaker tells children to be quiet when they try to communicate or will attend only to the most urgent communications, such as when a child is hurt or wants to go to the bathroom. She may ignore them because she is unaware when children are trying to communicate.)

61. Emphasis on Experiential Mode for Encouraging and Stimulating Children's Cognitive Development
Experiental: emphasis on sensory motor experiences as a source of learning; provision of relevant experiences, materials, activities through which to broaden children's understanding of the physical world, etc.

Do not confuse experiential behavior with talking about experiences the group has had together, such as going to the zoo. Experiential behavior relates to *learning by doing* or having actual (and usually immediate) sensory or muscular feedback on the effect of the child's behavior (for example, encouraging a child to feel the weight of two substances, or to pour milk to discover and self-correct his own knowledge of the operations involved). Doing activities that are very common to the child and from which he is not discovering or confirming are not to count toward experiential orientation. When rating, take into account the amount of time and elaboration involved in each incident.

1 – Very high
2 – High
3 – Moderate
4 – Low
5 – None

62. Caretaker's Role Regarding Children's Choices of Individual Activities
Consider all activities observed throughout the day.

1 – Always gives children complete freedom to choose materials and activities; makes no suggestions even to children who seem unable to choose.

2 – Generally gives children free choice, but occasionally will make a suggestion or start a child on an activity if he seems unable to do his own.

3 –

4 – More often than not, caretaker determines children's activities by suggestion, getting material, and giving it to child, etc.

5 – Children have little opportunity to choose own activity. Caretaker nearly always determines actual activity for children by suggestion, getting material, and giving it to child, etc.

63. Caretaker's Direction of Children's Play Activities

This scale refers to the degree to which the caretaker tells children *what* to paint, build, draw, etc., or *how* to do it, verbally or by example. It does not refer to choice of activity. It does not apply to formal lessons, but rather to all child-initiated play and to appropriate caretaker- directed activities. This scale refers mainly to activities the child has just started, rather than those already in progress.

When rating, consider not only frequency of occurrence but also the number of children involved each time.

1 – Very high
2 – High
3 – Moderate
4 – Low
5 – None

64. Caretaker's Encouragement or Stimulation of Children's Self-Expression

Encouragement: may include active interest in and attention to what a child is saying or intermittent nods, gestures, sounds, or verbal response.

Stimulation: includes asking a child to clarify what he is saying, making responses that require further elaboration by the child, direct questions as "Can you tell me what your painting is about?", asking a child to tell a story, asking children to talk about personal experiences and how they felt when they had these experiences, asking a child to describe his feelings when frustrated, upset, angry, enjoying himself; asking children to describe sensory experience in words, for example, how different textured fabrics feel. Also to encourage child to indicate by gesture as well as words.

When rating, consider not only the frequency of occurrence but also the amount of time and elaboration involved in each. Remember the orientation here is self-expression rather than problem-solving.

1 – Very high
2 – High
3 – Moderate
4 – Low
5 – None

65. Convergent reasoning (attempting to deduce or discover the one best solution to a problem. For example, "What color is this?") Have you witnessed this caretaker guiding the children in this type of reasoning.

1 – Caretaker definitely encouraged this orientation
2 – Slight encouragement
3 – No encouragement; passed up good opportunities for encouragement without this or other orientations being encouraged

66. Divergent reasoning (attempt to inductively expand the possible answers. For example, what kind of uses can you think of for a brick – for a doorstop, for building, as a bookend.) Have you witnessed this caretaker guiding the children in this type of reasoning.

1 – Caretaker definitely encouraged this orientation
2 – Slight encouragement
3 – No encouragement; passed up good opportunities for encouragement without this or other orientations being encouraged

67. **Broadening base of knowledge** ("What does a rooster say? Does he make different sounds when he sees the sun in the morning and when he is looking for food?") Have you witnessed this caretaker guiding the children in this type of reasoning.

1 – Caretaker definitely encouraged this orientation
2 – Slight encouragement
3 – No encouragement; passed up good opportunities for encouragement without this or other orientations being encouraged

68. **Broadening associational approach** ("There is a moving van, what do you think . . . new people are moving nearby, . . . I wonder if they have children your age . . . I wonder if they have boys or girls.") Have you witnessed this caretaker guiding the children in this type of reasoning.

1 – Caretaker definitely encouraged this orientation
2 – Slight encouragement
3 – No encouragement; passed up good opportunities for encouragement without this or other orientations being encouraged

69. **Caretaker's Interest in the Working-Playing Process versus Quality of the Final Product**
Working-playing process: Children's involvement in, active use of, and expression through various creative media, such as blocks, paints, clay and crayons. This is a very difficult interest to engender in adults and a difficult one for them to demonstrate to children. (For example, "Oh . . . how did you make that clay snake; did you roll it, or spin it in your hand?")

Quality: Representativeness, prettiness, neatness, etc. Note: "That is very interesting; what is it" is to be considered a "4" as it is so common and oriented to product. "That's interesting; how did you do it" is a "3" since it is too stock a phrase to be scored "1" or "2".

1 – Caretaker is more interested in, values more, the working-playing process than the quality of the final product.
2 –
3 – Caretaker is interested both in the working-playing process and the quality of the final product.
4 –
5 –
6 – Caretaker is more interested in, values more, the quality of the final product than the effort and involvement that went into it. (Caretaker tends to express approval of products that meet conventional standards and disapproval of those that do not, such as "That doesn't look like a flower" or "That's a very pretty picture.")

70. **Caretaker's Interest in Children's Thinking versus Correct Answers**
Thinking: Children's reasoning, evaluation, and judgments about the physical world and about people and social relationships. Which of the following characterizes the caretaker's approach:

1 – Caretaker is more interested in children's thinking process than in their giving correct answers. (Caretaker tends to show interest in children's explanations and to accept or approve evidence of their thinking even if the conclusion is incorrect. Caretaker tends to ask relevant questions: Jane – "I'm older than Tommy." Caretaker – "Why do you say that?" Jane – "Because I'm bigger.")
2 – Caretaker is interested both in the thinking process and in correct answers. (Caretaker asks relevant questions, encourages verbalization or demonstration of thinking process, gives approval to children's thinking. If child's conclusion is based on inadequate information, she may supply the necessary information and help him arrive at the correct conclusion.)

scale continued on next page

3 – Caretaker appears to be more interested in correct answers than in the thinking process. (Caretaker tends to pay little or no attention when child attempts to explain his ideas; she makes little or no attempt to encourage children to verbalize or demonstrate their reasoning. She gives approval only to "correct" answers or to what she considers the proper answer and expresses disapproval of incorrect answers: Jane – "I'm older than Tommy." Caretaker – "No, you're not. He's five and you're four.")

71. **Corrections of Errors by Caretaker**
Given that the caretaker attempts to correct an error made by the child, which is characteristic:

1 – Caretaker attempts to relate child's response to a reasonable process (or is somehow very gentle in negative feedback).
2 –
3 –
4 –
5 – Caretaker seems slightly harsh or thoughtless in providing negative feedback or ignoring response where child seems to expect one.

72. **Aids in Problem-Solving**
If you have observed the caretaker aiding or guiding a child in any problem-solving type of activity, which seems characteristic of her approach. Rank in order (with the most characteristic as "1"). Omit those not observed. Problem-solving activities scorable in this scale can take place during routines, free-play, and caretaker-directed activities.

_____ Waits until child has gone as far as he can and then gives clues that are integral to the problem and requires solution by the child so that essentially the whole problem is solved by the child and his interchange with the problem material. (Child is stymied working on puzzle of a skunk sitting on a stump. Caretaker: "What is this [the stump] ?" From there, the child concludes that the puzzle piece should be placed at the bottom. Or the caretaker draws the child's attention to edges with reverse shaping, etc.)

_____ Waits until child needs help; then gives clue extraneous to object of the problem ("This piece goes on the b . . . ." The child is to deduce "bottom.")

_____ Waits until the child needs help and then shows or tells him the next step needed for solution.

_____ Waits until the child needs help and then takes over and completes the problem.

_____ Does not wait until the child needs help to give assistance.

73. **Redirection of Activity**
When a child is using a piece of equipment or materials in an unusual way or in a way the items were not designed to be used, and he seems to be enjoying the activity (when this activity is not destructive), what seems to be characteristic of the caretaker. Rank in order (with the most characteristic as "1"); omit those not observed.

_____ Joins in the child's new method or otherwise approves

_____ Watches without interfering

_____ Redirects with extreme subtlety (the caretaker could begin to do a similar activity near the child so he might observe her method; or, she might say nothing until the *next* time he approaches the material)

_____ Redirects in relatively matter-of-fact manner

_____ Redirects in a way that would suggest clear disapproval of the child's method

FORM 17—Observation of Routine Activities

CENTERS

Center ______________________ Observer ______________________

Date ______________ Name of group and number of children ______________ ☐ A.M. ☐ P.M. ☐ Full day

Time observation: Commences ______________ Terminates ______________

Times when observers were not with this group of children ______________________

Items with an asterisk (*) are to be completed by inquiry of the teacher.

1. **Arrival Activities:** (Since you may not be able to identify the children in the group being observed, you may include all preschool children when answering arrival and departure questions.)

a) Approximate time span over which most full-time children are arriving (for example, 7:30 A.M. -- 8:45 A.M.): ______________

*b) Inquire of the teacher sometime during the day to complete the following concerning the group being observed:

Approximate number of children arriving:

With parent or adult relative	________
With older sibling or neighbor child	________
School bus	________
Other (specify) ______________	________
______________________	________

c) Estimate the percentage of children (and the persons accompanying them) from the group you are observing who are greeted in the following ways:

______% By a professional staff member (teacher, assistant teacher, etc.) who works mainly with the child's group

______% By a professional staff member who does not work mainly with the child's group

______% By a nonprofessional staff member (clerk, aide, volunteer, etc.) working mainly with the child's group

______% By a nonprofessional staff member who does not work mainly with the child's group

*d) If you are observing in a center that has more than one defined group of children, note, based on teacher inquiry, whether or not staff working with defined groups rotate the assignment of greeting children.

☐ Yes ☐ No ☐ Not applicable

Comments if necessary for clarity: ______________________

____

____

e) Estimate the percentage of children who are greeted by name (or with evidence of specific acquaintance) by a majority of staff members with whom they have direct contact on arrival:

__________%

f) Estimate the percentage of instances in which substantial information (as opposed to greetings) is exchanged between staff member and person accompanying child to the center:

__________%

2. If teachers, aides, and volunteers are all present, are duties divided between them in greeting the children and parents?

☐ Yes ☐ No ☐ Not applicable

Describe: ______________________________

____

3. Is the room set up for early morning activities by the time the children start arriving, so that the staff is free to greet them and supervise as well?

☐ Yes ☐ No

4. How does the staff handle it when a child doesn't want his parent, older sibling, neighbor, etc. to leave?

____

____

a) How many instances of reluctance to part from parent, etc. were observed: __________

*b) Ask teacher what they do when these instances occur: __________

____

5. Do children go to the toilet (check all that apply):

☐ In groups by suggestion
☐ By themselves at will
☐ With staff member at own request

a) If they go by themselves, do they first inform the staff of their intent?

☐ Yes ☐ No ☐ Sometimes

(1) If yes or sometimes, how do they inform the staff?

____

____

b) How are soiling and wetting accidents handled?

(1) By observation: ______________________________

____

(2) How many times observed: ______________________________

____

*(3) By teacher inquiry: ______________________________

____

c) Does staff inquire of particular children if they need to use the toilet from time to time: ____________________

(1) How many times observed: ____________________

*(2) By teacher inquiry: ____________________

6. Food service (Check yes to all that apply)

		Breakfast	Lunch	Snack
a)	Where is the food served?			
	In each classroom	☐	☐	☐
	In one large room, other than classroom	☐	☐	☐
	Other (specify) ____________________	☐	☐	☐
	____________________	☐	☐	☐
b)	In small groups	☐	☐	☐
	Cafeteria style	☐	☐	☐
	Family style (all in group around one table)	☐	☐	☐
c)	Does staff eat with children?	☐	☐	☐
	Does staff eat the same food as children?	☐	☐	☐
	Are they present in room but not eating?	☐	☐	☐
	Do they sit at table with children?	☐	☐	☐
d)	Do the food portions seem suitable for the age of the children?	☐	☐	☐
	Is food wasted or thrown away?	☐	☐	☐
	Is there enough for everyone?	☐	☐	☐
e)	Is the food served and arranged attractively?	☐	☐	☐
f)	Are food service staff friendly with the children; seem to know them?	☐	☐	☐
g)	Atmosphere at m[illegible]times and snacks			
	(1) Tense	☐	☐	☐
	(2) Children rushed, not enough time to eat	☐	☐	☐
	(3) Threats or punishments for children who do not eat	☐	☐	☐
	(4) Food (such as dessert) used as reward	☐	☐	☐
	(5) Pleasant, relaxed, enjoyable conversation among individual children and staff	☐	☐	☐
	(6) Children encouraged, but not forced to eat new foods	☐	☐	☐
	(7) Are portions and seconds of everything offered (as opposed to children having to ask)	☐	☐	☐

h) Are mealtimes used to relate information about nutrition?

☐ Yes ☐ No

i) Are mealtimes used as a learning experience about other cultures or related to anything the children might have done in classes, at home, or on field trips?

☐ Yes ☐ No

j) Do all children in the group have to eat at a specified time?

Breakfast	Lunch	Snack
☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No

k) Are children allowed to eat whenever they want?

Breakfast	Lunch	Snack
☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No

l) Do they wash hands before touching food?

Breakfast	Lunch	Snack
☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No

Do staff? ☐ Yes ☐ No

m) How are eating problems handled?

(1) By observation:

______ Ignored
______ Scolded
______ Encouraged
______ Other (write in comments) ______________________________

____

*(2) By teacher inquiry:

______ Ignored
______ Scolded
______ Encouraged
______ Other (write in comments) ______________________________

____

n) Is food ever withheld until preferred food is consumed (e.g., dessert *after* meat)?

(1) By observation: ______________________________

(2) Number of observations: ______________________________

*(3) By teacher inquiry: ______________________________

o) Is food ever withheld for punishment or to induce other behavior (e.g., no food if they refuse to wash hands)?

(1) By observation: ______________________________

(2) Number of observations: ______________________________

*(3) By teacher inquiry: ______________________________

p) Describe the specific food served:

Breakfast: ______________________________

____

Lunch: ____

____

Snack: ____

____

q) Do children help in meal or snack preparation and clean up? (check if yes)

______Cleaning vegetables

______Assisting in tasks such as mixing, beating, spreading

______Counting napkins

______Cleaning up

______Other (specify)____________________________________

____

____

r) Do children brush their teeth at the center?

☐ Yes ☐ No

7. Nap Time

a) Do all children lie down? ☐ Yes ☐ No

b) How are children handled who can't or won't fall asleep?

(1) By observation: ____________________________________

____

(2) Number of observations: ____________________________

*(3) By teacher inquiry: ____________________________________

____

____

c) How long is nap time? ____________________________________

d) Do napping arrangements appear comfortable? Describe type of cot, permanence of its location, nap time sounds, and lighting.

____

____

____

____

8. Illness

*a) Are children who appear to be ill allowed to stay in the center during the day?

☐ Yes ☐ No ☐ Not observed

*b) If yes, where do they stay? ____________________________________

*c) Does the center attempt to contact parents or anyone else regarding the illness?

☐ Yes ☐ No ☐ Not observed

*d) If a child says he doesn't feel well, what does the staff do?

____

____

____

____

9. If this center shifts children to a different program in the middle of the day, how are the children transferred from the morning room to the afternoon room?

____

____

10. Departure Activities

a) Approximate time span over which most full-time children are departing:

____

*b) Inquire of the teacher sometime during the day to complete the following:

Approximate number of children departing:

With parent or adult relative ________

With older sibling or neighbor child ________

School bus ________

Other (specify) ______________ ________

______________________ ________

c) Estimate the percentage of children from the group you are observing whose departure is supervised in the following ways:

______% By a professional staff member (teacher, assistant teacher, etc.) who works mainly with the child's group

______% By a professional staff member who does not work mainly with the child's group

______% By a nonprofessional staff member (clerk, aide, volunteer, etc.) working mainly with the child's group

______% By a nonprofessional staff member who does not work mainly with the child's group

*d) If you are observing in a center that has more than one defined group, note, based on teacher inquiry, whether staff working with different groups rotate the assignment of bidding farewell:

☐ Yes ☐ No ☐ Not applicable

Comments if necessary for clarity: ______________________________

____

____

e) Estimate percentage of children who are bade farewell by name (or with evidence of specific acquaintance) by a staff member: ____________%

f) Estimate percentage of instances in which substantial information (versus goodbyes) is exchanged between staff member and person accompanying child from center: ____________%

g) Are children who leave on the bus supervised as they leave?

☐ Yes ☐ No

h) Are children who do not leave in buses held ready and dressed in a group at a central point at outer door for pickup, ☐

or do the people who pick them up call for them in their room or another place where they are occupied until called for ☐.

i) Are the children ready to go when someone comes for them?

☐ Yes ☐ No

11. About how much time did the children spend waiting for activities or routines to take place throughout the day? (For example, waiting in line to wash hands before lunch, waiting for food to be served, waiting to go home. *Waiting* implies that the children are not allowed to engage in play activity or interact with each other to any great extent.)

____

____

____

FORM 18—Identification

HOMES

Name ____

Address ____
(Street) (City) (Zip code)

Phone ____________________ Date ______________________________

1. How do you get *most* of the children for your day care home? (Check *one)*
   ☐ You find the children on your own, *or*
   ☐ Some other person, agency, or company finds children for your day care home. If so, name this person, agency, or company ____________________

2. Do you have children of your own under eighteen living in your home?
   ☐ Yes ☐ No
   a) If yes, how many ________ and what are their ages ____________________

3. How many children come to your home _______ and what are their ages ____________________.

4. When do they come? Give full details for *all* children, including days of the week and the times they usually arrive and go home.
   ____
   ____
   ____

5. Do you think any of the children you take care of are handicapped?

	Yes	No	If yes, how many
Emotionally handicapped	☐	☐	________
Physically handicapped	☐	☐	________
Perceptually handicapped	☐	☐	________
Speech or hearing handicapped	☐	☐	________
Mentally handicapped	☐	☐	________

6. Does anyone help you take care of the children on a regular basis?
   ☐ Yes ☐ No
   a) If yes, state the person's age ____________, sex ____________, relationship to you ________ and when this person helps you (include days of the week and approximate hours) __________
   ____

7. Do any of the children take naps? ☐ Yes ☐ No

a) If yes, which ones ________________, for how long __________, and at what time _______.

8. Check which meals or snacks you serve the day care children, and give the time when they usually eat.

	About what time?
☐ Breakfast	______________
☐ Morning snack	______________
☐ Lunch	______________
☐ Afternoon snack	______________
☐ Supper	______________
☐ Evening snack	______________

9. If there is anything else the children do almost every day or at a particular time, state the activity and when they usually do it. (Examples are watching certain TV shows, playing outside, taking a walk.)

____

____

____

FORM 19—Administrative and Supporting Services Objectives

HOMES

Organization ______________________ Address ______________________

Completed by ______________________ Date ______________________

DIRECTIONS: Below is a list of possible objectives for agencies that supervise day care homes. For each objective specify whether: (1) your agency is required to meet it; (2) you personally feel it is important; and (3) your agency is actually working to meet it, or meets it for special needs or when the opportunity to do so is *readily* available.

1. **OBJECTIVE:** Recruit and hire day care mothers who meet specified qualifications.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy

Personal Opinion (check one)

____ 1. Felt to be important
____ 2. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

2. **OBJECTIVE:** Set up a grievance procedure for day care mothers' use.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy

Personal Opinion (check one)

____ 1. Felt to be important
____ 2. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

3. **OBJECTIVE:** Provide career development opportunity for day care mothers by encouragement and by advising them on various routes to promotion possibilities.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy

Personal Opinion (check one)

____ 1. Felt to be important
____ 2. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

4. **OBJECTIVE:** Seek volunteer help.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy

Personal Opinion (check one)
____ 1. Felt to be important
____ 2. Felt not to be important

Status as Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

5. **OBJECTIVE:** Seek donated goods and services.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy

Personal Opinion (check one)
____ 1 Felt to be important
____ 2. Felt not to be important

Status as Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

6. **OBJECTIVE:** Assign volunteers according to their interests and needs.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy

Personal Opinion (check one)
____ 1. Felt to be important
____ 2. Felt not to be important

Status as Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

7. **OBJECTIVE:** Assign volunteers according to their evaluated skills.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy

Personal Opinion (check one)
____ 1. Felt to be important
____ 2. Felt not to be important

Status as Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

8. **OBJECTIVE:** Keep up-to-date records on each child in the day care home containing all individually pertinent data.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy

Personal Opinion (check one)

____ 1. Felt to be important
____ 2. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

9. **OBJECTIVE:** Keep up-to-date records on each day care mother containing all individually pertinent data.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy

Personal Opinion (check one)

____ 1. Felt to be important
____ 2. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

10. **OBJECTIVE:** Keep full current job descriptions and assignments available to day care mothers.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy

Personal Opinion (check one)

____ 1. Felt to be important
____ 2. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

11. **OBJECTIVE:** Have regularly scheduled meetings about each child between the supervisor and the day care mother.

Status as a Requirement (check one)

____ 1. Required by formal policy
____ 2. Not required by formal policy

Personal Opinion (check one)

____ 1. Felt to be important
____ 2. Felt not to be important

Status as Working Objective (check one)

____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

12. **OBJECTIVE:** Provide training for day care mothers.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy

Personal Opinion (check one)
____ 1. Felt to be important
____ 2. Felt not to be important

Status as Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

13. **OBJECTIVE:** Have periodic meetings with parents on a broad variety of topics.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy

Personal Opinion (check one)
____ 1. Felt to be important
____ 2. Felt not to be important

Status as Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

14. **OBJECTIVE:** Evaluate each day care mother in writing.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy

Personal Opinion (check one)
____ 1. Felt to be important
____ 2. Felt not to be important

Status as Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

15. **OBJECTIVE:** Provide formal screening of children for physical health. (This screening may or may not include dental problems, vision problems, and inoculation.)

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy

Personal Opinion (check one)
____ 1. Felt to be important
____ 2. Felt not to be important

Status as Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

16. **OBJECTIVE:** Provide followed-up referral for help with children's physical health problems. ("Followed-up referral" implies a total procedure of initial and subsequent contacts as deemed appropriate.)

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy

Personal Opinion (check one)
____ 1. Felt to be important
____ 2. Felt not to be important

Status as Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

17. **OBJECTIVE:** Encourage informal screening of children by the day care mothers for psychological problems, learning disabilities, and speech defects.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy

Personal Opinion (check one)
____ 1. Felt to be important
____ 2. Felt not to be important

Status as Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

18. **OBJECTIVE:** Give formal screening of children for psychological problems, learning disabilities, and speech defects.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy

Personal Opinion (check one)
____ 1. Felt to be important
____ 2. Felt not to be important

Status as Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

19. **OBJECTIVE:** Provide treatment or followed-up referrals for psychological problems, learning disabilities, and speech defects.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy

Personal Opinion (check one)
____ 1. Felt to be important
____ 2. Felt not to be important

Status as Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

20. **OBJECTIVE:** Provide social services for the families of children in day care.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy

Personal Opinion (check one)
____ 1. Felt to be important
____ 2. Felt not to be important

Status as Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

21. **OBJECTIVE:** Provide followed-up referral for social services for the families of children in day care.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy

Personal Opinion (check one)
____ 1. Felt to be important
____ 2. Felt not to be important

Status as Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

22. **OBJECTIVE:** Provide nutritious and attractively served food in the day care homes.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy

Personal Opinion (check one)
____ 1. Felt to be important
____ 2. Felt not to be important

Status as Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

23. **OBJECTIVE:** Provide a percentage of daily required nourishment according to child's hours per day in the day care homes.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy

Personal Opinion (check one)
____ 1. Felt to be important
____ 2. Felt not to be important

Status as Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

24. **OBJECTIVE:** Provide play equipment for day care homes.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy

Personal Opinion (check one)
____ 1. Felt to be important
____ 2. Felt not to be important

Status as Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

25. **OBJECTIVE:** Provide material for day care mothers on the uses of common items for play.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy

Personal Opinion (check one)
____ 1. Felt to be important
____ 2. Felt not to be important

Status as Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

26. **OBJECTIVE:** Provide financial aid to day care mothers, if needed, to raise the standard of care offered. (For example, to enable them to provide more nutritious food, better nap time equipment, or better play equipment.)

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy

Personal Opinion (check one)
____ 1. Felt to be important
____ 2. Felt not to be important

Status as Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

27. **OBJECTIVE:** Coordinate and provide substitute caretakers for use in emergencies.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy

Personal Opinion (check one)
____ 1. Felt to be important
____ 2. Felt not to be important

Status as Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

28. **OBJECTIVE:** Group children by defined age groups for the major portions of the day.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy

Status as Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

Personal Opinion (check one)
____ 1. Felt to be important
____ 2. Felt not to be important

29. **OBJECTIVE:** Provide periods in which cross-age contacts are fostered.

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy

Status as Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

Personal Opinion (check one)
____ 1. Felt to be important
____ 2. Felt not to be important

30. **OBJECTIVE:** Promote good health and hygiene habits

Status as a Requirement (check one)
____ 1. Required by formal policy
____ 2. Not required by formal policy

Status as Working Objective (check one)
____ 1. Working objective
____ 2. Done for special need or when accessible
____ 3. Not working objective

Personal Opinion (check one)
____ 1. Felt to be important
____ 2. Felt not to be important

FORM 20—Activity Inventory

HOMES

Day Care Mother's Name ______________________________ Date ____________________

INSTRUCTIONS TO DAY CARE MOTHER: Listed below are a number of activities that the children might engage in. Please mark whether they occur daily at regular times, occur often or daily, seldom occur, or never occur, and how long they last.

Activity	Occurs daily at regular time	Occurs often or daily	Seldom occurs	Never occurs	For about how long does it last
Watching TV	______	______	______	______	______
Listening to records or radio	______	______	______	______	______
Listening to you or an older child read or tell a story	______	______	______	______	
Looking at books or magazines	______	______	______	______	
Coloring pictures in coloring books	______	______	______	______	
Drawing or coloring their own pictures	______	______	______	______	
Finger painting	______	______	______	______	
Cutting and pasting	______	______	______	______	
Making things from materials around the house	______	______	______	______	
Painting with brushes	______	______	______	______	
Playing with clay or play dough	______	______	______	______	
Playing with small toys, blocks, or puzzles	______	______	______	______	
Playing table games or cards	______	______	______	______	
Playing group games that have regular rules already set up	______	______	______	______	
Playing games that children make up as they go along	______	______	______	______	
Playing house or dress-up	______	______	______	______	
Singing	______	______	______	______	
Dancing	______	______	______	______	
Playing musical instruments, including home-made ones like pots and pans and spoons	______	______	______	______	

Activity	Occurs daily at regular time	Occurs often or daily	Seldom occurs	Never occurs	For about how long does it last
Having conversations about things that will happen or have happened					
Making up stories to tell one another					
Playing outside					
Riding bikes or trikes					
Pulling wagons					
Active play like swinging, climbing, or running					
Helping you water and take care of plants					
Helping you feed the pets					
Helping you when you are cooking					
Helping with the cleaning up when activities are over					
Going with you to places in the neighborhood, like the grocery store or laundromat					
Resting or napping					
Meals					
Snacks					

Instructions to Day Care Mother

The same activities are listed below. For each activity please indicate whether:

1) You encourage it
2) You think it is a good idea, but you do not encourage it at present because of lack of time or equipment, or because the children are not ready for it
3) It is usually done by the children without close supervision
4) It is done when closely supervised by an adult
5) It is usually suggested or started by the children when it occurs
6) It is usually suggested or started by you or an adult helper when it occurs
7) The day care children often do it together with your own young children
8) It is often shared with and supervised by your older children.

1. Watching TV (check all that apply):

____ 1. Encouraged
____ 2. Good idea, but not encouraged due to lack of time, equipment, children not ready, etc.
____ 3. Children may do it without close supervision
____ 4. Usually suggested or initiated by the children
____ 5. Usually suggested by adult
____ 6. Closely supervised by adult
____ 7. Day care children often do it with your own young children
____ 8. Often shared with and supervised by your older children

2. Listening to records or radio (check all that apply):

____ 1. Encouraged
____ 2. Good idea, but not encouraged due to lack of time, equipment, children not ready, etc.
____ 3. Children may do it without close supervision
____ 4. Usually suggested or initiated by the children
____ 5. Usually suggested by adult
____ 6. Closely supervised by adult
____ 7. Day care children often do it with your own young children
____ 8. Often shared with and supervised by your older children

3. Listening to you or an older child read to tell a story (check all that apply:

____ 1. Encouraged
____ 2. Good idea, but not encouraged due to lack of time, equipment, children not ready, etc.
____ 3. Children may do it without close supervision
____ 4. Usually suggested or initiated by the children
____ 5. Usually suggested by adult
____ 6. Closely supervised by adult
____ 7. Day care children often do it with your own young children
____ 8. Often shared with and supervised by your older children

4. Looking at books or magazines (check all that apply):

____ 1. Encouraged
____ 2. Good idea, but not encouraged due to lack of time, equipment, children not ready, etc.
____ 3. Children may do it without close supervision
____ 4. Usually suggested or initiated by the children
____ 5. Usually suggested by adult
____ 6. Closely supervised by adult
____ 7. Day care children often do it with your own young children
____ 8. Often shared with and supervised by your older children

5. Coloring pictures in coloring books (check all that apply):

____ 1. Encouraged
____ 2. Good idea, but not encouraged due to lack of time, equipment, children not ready, etc.
____ 3. Children may do it without close supervision
____ 4. Usually suggested or initiated by the children
____ 5. Usually suggested by adult
____ 6. Closely supervised by adult
____ 7. Day care children often do it with your own young children
____ 8. Often shared with and supervised by your older children

6. Drawing or coloring their own pictures (check all that apply):

____ 1. Encouraged
____ 2. Good idea, but not encouraged due to lack of time, equipment, children not ready, etc.
____ 3. Children may do it without close supervision
____ 4. Usually suggested or initiated by the children
____ 5. Usually suggested by adult
____ 6. Closely supervised by adult
____ 7. Day care children often do it with your own young children
____ 8. Often shared with and supervised by your older children

7. Finger painting (check all that apply):

____ 1. Encouraged
____ 2. Good idea, but not encouraged due to lack of time, equipment, children not ready, etc.
____ 3. Children may do it without close supervision
____ 4. Usually suggested or initiated by the children
____ 5. Usually suggested by adult
____ 6. Closely supervised by adult
____ 7. Day care children often do it with your own young children
____ 8. Often shared with and supervised by your older children

8. Cutting and using paste (check all that apply):

____ 1. Encouraged
____ 2. Good idea, but not encouraged due to lack of time, equipment, children not ready, etc.
____ 3. Children may do it without close supervision
____ 4. Usually suggested or initiated by the children
____ 5. Usually suggested by adult
____ 6. Closely supervised by adult
____ 7. Day care children often do it with your own young children
____ 8. Often shared with and supervised by your older children

9. Making things from materials around the house (check all that apply):

____ 1. Encouraged
____ 2. Good idea, but not encouraged due to lack of time, equipment, children not ready, etc.
____ 3. Children may do it without close supervision
____ 4. Usually suggested or initiated by the children
____ 5. Usually suggested by adult
____ 6. Closely supervised by adult
____ 7. Day care children often do it with your own young children
____ 8. Often shared with and supervised by your older children

10. Painting with brushes (check all that apply):

____ 1. Encouraged
____ 2. Good idea, but not encouraged due to lack of time, equipment, children not ready, etc.
____ 3. Children may do it without close supervision
____ 4. Usually suggested or initiated by the children
____ 5. Usually suggested by adult
____ 6. Closely supervised by adult
____ 7. Day care children often do it with your own young children
____ 8. Often shared with and supervised by your older children

11. Playing with clay or play dough (check all that apply):

____ 1. Encouraged
____ 2. Good idea, but not encouraged due to lack of time, equipment, children not ready, etc.
____ 3. Children may do it without close supervision
____ 4. Usually suggested or initiated by the children
____ 5. Usually suggested by adult
____ 6. Closely supervised by adult
____ 7. Day care children often do it with your own young children
____ 8. Often shared with and supervised by your older children

12. Playing with small toys, blocks, or puzzles (check all that apply):

____ 1. Encouraged
____ 2. Good idea, but not encouraged due to lack of time, equipment, children not ready, etc.
____ 3. Children may do it without close supervision
____ 4. Usually suggested or initiated by the children
____ 5. Usually suggested by adult
____ 6. Closely supervised by adult
____ 7. Day care children often do it with your own young children
____ 8. Often shared with and supervised by your older children

13. Playing table games or cards like fish or war (check all that apply):

____ 1. Encouraged
____ 2. Good idea, but not encouraged due to lack of time, equipment, children not ready, etc.
____ 3. Children may do it without close supervision
____ 4. Usually suggested or initiated by the children
____ 5. Usually suggested by adult
____ 6. Closely supervised by adult
____ 7. Day care children often do it with your own young children
____ 8. Often shared with and supervised by your older children

14. Playing group games that have regular rules already set up (check all that apply):

____ 1. Encouraged
____ 2. Good idea, but not encouraged due to lack of time, equipment, children not ready, etc.
____ 3. Children may do it without close supervision
____ 4. Usually suggested or initiated by the children
____ 5. Usually suggested by adult
____ 6. Closely supervised by adult
____ 7. Day care children often do it with your own young children
____ 8. Often shared with and supervised by your older children

15. Playing games that children make up as they go along (check all that apply):

____ 1. Encouraged
____ 2. Good idea, but not encouraged due to lack of time, equipment, children not ready, etc.
____ 3. Children may do it without close supervision
____ 4. Usually suggested or initiated by the children
____ 5. Usually suggested by adult
____ 6. Closely supervised by adult
____ 7. Day care children often do it with your own young children
____ 8. Often shared with and supervised by your older children

16. Playing house or dress-up (check all that apply):

____ 1. Encouraged
____ 2. Good idea, but not encouraged due to lack of time, equipment, children not ready, etc.
____ 3. Children may do it without close supervision
____ 4. Usually suggested or initiated by the children
____ 5. Usually suggested by adult
____ 6. Closely supervised by adult
____ 7. Day care children often do it with your own young children
____ 8. Often shared with and supervised by your older children

17. Singing (check all that apply):

____ 1. Encouraged
____ 2. Good idea, but not encouraged due to lack of time, equipment, children not ready, etc.
____ 3. Children may do it without close supervision
____ 4. Usually suggested or initiated by the children
____ 5. Usually suggested by adult
____ 6. Closely supervised by adult
____ 7. Day care children often do it with your own young children
____ 8. Often shared with and supervised by your older children

18. Dancing (check all that apply):

____ 1. Encouraged
____ 2. Good idea, but not encouraged due to lack of time, equipment, children not ready, etc.
____ 3. Children may do it without close supervision
____ 4. Usually suggested or initiated by the children
____ 5. Usually suggested by adult
____ 6. Closely supervised by adult
____ 7. Day care children often do it with your own young children
____ 8. Often shared with and supervised by your older children

19. Playing musical instruments, including home-made ones like pots and pans and spoons (check all that apply):

____ 1. Encouraged
____ 2. Good idea, but not encouraged due to lack of time, equipment, children not ready, etc.
____ 3. Children may do it without close supervision
____ 4. Usually suggested or initiated by the children
____ 5. Usually suggested by adult
____ 6. Closely supervised by adult
____ 7. Day care children often do it with your own young children
____ 8. Often shared with and supervised by your older children

20. Having conversations about things that will happen or have happened (check all that apply):

____ 1. Encouraged
____ 2. Good idea, but not encouraged due to lack of time, equipment, children not ready, etc.
____ 3. Children may do it without close supervision
____ 4. Usually suggested or initiated by the children
____ 5. Usually suggested by adult
____ 6. Closely supervised by adult
____ 7. Day care children often do it with your own young children
____ 8. Often shared with and supervised by your older children

21. Making up stories to tell one another (check all that apply):

____ 1. Encouraged
____ 2. Good idea, but not encouraged due to lack of time, equipment, children not ready, etc.
____ 3. Children may do it without close supervision
____ 4. Usually suggested or initiated by the children
____ 5. Usually suggested by adult
____ 6. Closely supervised by adult
____ 7. Day care children often do it with your own young children
____ 8. Often shared with and supervised by your older children

22. Playing outside (check all that apply):

____ 1. Encouraged
____ 2. Good idea, but not encouraged due to lack of time, equipment, children not ready, etc.
____ 3. Children may do it without close supervision
____ 4. Usually suggested or initiated by the children
____ 5. Usually suggested by adult
____ 6. Closely supervised by adult
____ 7. Day care children often do it with your own young children
____ 8. Often shared with and supervised by your older children

23. Riding bikes or trikes (check all that apply):

____ 1. Encouraged
____ 2. Good idea, but not encouraged due to lack of time, equipment, children not ready, etc.
____ 3. Children may do it without close supervision
____ 4. Usually suggested or initiated by the children
____ 5. Usually suggested by adult
____ 6. Closely supervised by adult
____ 7. Day care children often do it with your own young children
____ 8. Often shared with and supervised by your older children

24. Pulling wagons (check all that apply):

____ 1. Encouraged
____ 2. Good idea, but not encouraged due to lack of time, equipment, children not ready, etc.
____ 3. Children may do it without close supervision
____ 4. Usually suggested or initiated by the children
____ 5. Usually suggested by adult
____ 6. Closely supervised by adult
____ 7. Day care children often do it with your own young children
____ 8. Often shared with and supervised by your older children

25. Active play like swinging, climbing, or running (check all that apply):

____ 1. Encouraged
____ 2. Good idea, but not encouraged due to lack of time, equipment, children not ready, etc.
____ 3. Children may do it without close supervision
____ 4. Usually suggested or initiated by the children
____ 5. Usually suggested by adult
____ 6. Closely supervised by adult
____ 7. Day care children often do it with your own young children
____ 8. Often shared with and supervised by your older children

26. Helping you water and take care of plants (check all that apply):

____ 1. Encouraged
____ 2. Good idea, but not encouraged due to lack of time, equipment, children not ready, etc.
____ 3. Children may do it without close supervision
____ 4. Usually suggested or initiated by the children
____ 5. Usually suggested by adult
____ 6. Closely supervised by adult
____ 7. Day care children often do it with your own young children
____ 8. Often shared with and supervised by your older children

27. Helping you feed the pets (check all that apply):

____ 1. Encouraged
____ 2. Good idea, but not encouraged due to lack of time, equipment, children not ready, etc.
____ 3. Children may do it without close supervision
____ 4. Usually suggested or initiated by the children
____ 5. Usually suggested by adult
____ 6. Closely supervised by adult
____ 7. Day care children often do it with your own young children
____ 8. Often shared with and supervised by your older children

28. Helping you when you are cooking (check all that apply):

____ 1. Encouraged
____ 2. Good idea, but not encouraged due to lack of time, equipment, children not ready, etc.
____ 3. Children may do it without close supervision
____ 4. Usually suggested or initiated by the children
____ 5. Usually suggested by adult
____ 6. Closely supervised by adult
____ 7. Day care children often do it with your own young children
____ 8. Often shared with and supervised by your older children

29. Helping with the cleaning up when activities are over (check all that apply):

____ 1. Encouraged
____ 2. Good idea, but not encouraged due to lack of time, equipment, children not ready, etc.
____ 3. Children may do it without close supervision
____ 4. Usually suggested or initiated by the children
____ 5. Usually suggested by adult
____ 6. Closely supervised by adult
____ 7. Day care children often do it with your own young children
____ 8. Often shared with and supervised by your older children

30. Going with you to places in the neighborhood, like the grocery store or laundromat (check all that apply):

____ 1. Encouraged
____ 2. Good idea, but not encouraged due to lack of time, equipment, children not ready, etc.
____ 3. Children may do it without close supervision
____ 4. Usually suggested or initiated by the children
____ 5. Usually suggested by adult
____ 6. Closely supervised by adult
____ 7. Day care children often do it with your own young children
____ 8. Often shared with and supervised by your older children

31. Resting or napping (check all that apply):

____ 1. Encouraged
____ 2. Good idea, but not encouraged due to lack of time, equipment, children not ready, etc.
____ 3. Children may do it without close supervision
____ 4. Usually suggested or initiated by the children
____ 5. Usually suggested by adult
____ 6. Closely supervised by adult
____ 7. Day care children often do it with your own young children
____ 8. Often shared with and supervised by your older children

32. Have a meal (check all that apply):

____ 1. Encouraged
____ 2. Good idea, but not encouraged due to lack of time, equipment, children not ready, etc.
____ 3. Children may do it without close supervision
____ 4. Usually suggested or initiated by the children
____ 5. Usually suggested by adult
____ 6. Closely supervised by adult
____ 7. Day care children often do it with your own young children
____ 8. Often shared with and supervised by your older children

33. Have a snack (check all that apply):

____ 1. Encouraged
____ 2. Good idea, but not encouraged due to lack of time, equipment, children not ready, etc.
____ 3. Children may do it without close supervision
____ 4. Usually suggested or initiated by the children
____ 5. Usually suggested by adult
____ 6. Closely supervised by adult
____ 7. Day care children often do it with your own young children
____ 8. Often shared with and supervised by your older children

FORM 21—Licensing Questionnaire

HOMES

Date ______________________ Interviewer ______________________________

Day Care Mother's Name ____

DIRECTIONS TO INTERVIEWER: The interview questions asked of the day care mother are printed in capital letters. All other remarks are only to aid you in probing for complete answers or to make the form easier to administer.

1. FOR HOW MANY YEARS HAVE YOU HAD A LICENSE TO RUN A DAY CARE HOME?

   ______ Years.

2. FOR HOW MANY CHILDREN (NOT COUNTING YOUR OWN) ARE YOU LICENSED TO GIVE DAY CARE? ______________________

3. WHO VISITED YOUR HOME SO YOU COULD GET YOUR LICENSE THE FIRST TIME? (Here we want more than just someone's name. Get the full, correct name of the city, state, or private agency this person represents.)

   ____

   ____

4. (If the answer to #1 was less than 2 years, skip to # 5). ABOUT HOW OFTEN DOES SOMEONE COME TO RENEW YOUR LICENSE?______________________________

   a) IS IT USUALLY THE SAME PERSON WHO RENEWS YOUR LICENSE EACH TIME?

      ☐ Yes ☐ No ☐ Don't know

   b) If yes, ask: DO YOU KNOW THIS PERSON'S NAME?

      ____

5. BESIDES THE TIMES WHEN SOMEONE COMES TO RENEW YOUR LICENSE, DOES ANYONE VISIT OR CONTACT YOU IN ORDER TO SUPERVISE OR DISCUSS YOUR DAY CARE HOME WITH YOU?

   ☐ Yes ☐ No

   (If no, skip to #6)

   a) WHO IS THIS PERSON? (Get person's name and full correct name of agency he or she represents. Can be more than one person.) ______________________________

   b) WHEN THIS PERSON CONTACTS YOU IS IT: (check all that apply)

      ☐ BY PHONE
      ☐ BY A VISIT TO YOUR HOME
      ☐ IN A GROUP MEETING WITH OTHER DAY CARE MOTHERS

   c) ABOUT HOW OFTEN DOES THIS PERSON CONTACT YOU?

      ____

      ____

d) IS THIS THE SAME PERSON WHO COMES TO RENEW YOUR LICENSE?

☐ Yes ☐ No

6. HAVE *YOU* EVER ASKED ANYONE FOR THEIR ADVICE OR HELP IN RUNNING YOUR DAY CARE HOME?

☐ Yes ☐ No

(If no, skip to #7)

a) WHOM DID YOU ASK? (Get name and agency)

b) ABOUT WHAT PROBLEM DID YOU ASK FOR ADVICE OR HELP?

☐ Can't remember particular instance.

c) HOW WAS THIS PROBLEM SOLVED?

☐ It wasn't solved ☐ Don't know

d) DO YOU THINK THIS PERSON'S ADVICE WAS HELPFUL?

☐ Yes ☐ No

7. HAVE YOU EVER READ ANY BOOKS, MAGAZINES, OR PAMPHLETS FOR SUGGESTIONS ABOUT THINGS LIKE RUNNING A DAY CARE HOME, TAKING CARE OF YOUNG CHILDREN, OR PLANNING THINGS FOR YOUNG CHILDREN TO DO?

☐ Yes ☐ No

a) If yes, CAN YOU TELL ME ANY OF THEIR TITLES, IF THEY WERE HELPFUL, AND IF YOU HAVE THEM AT HOME RIGHT NOW?

		Check if yes	
	Title	Helpful	At home
(1)		☐	☐
(2)		☐	☐
(3)		☐	☐

FORM 22—Administrative and Supporting Services Information

HOMES

Agency ____________________

Address ____________________
(Street) (City) (Zip Code)

Phone ____________________ Date ____________________

Name and title of person completing this form ____________________

____

A. Supervision

1. How many day care homes are supervised by your agency?

____

2. For about how long has your agency been supervising day care homes?

__________ Years __________ Months

3. How many staff members from your agency actually supervise, consult with, or license the homes?

____

4. Does the same staff member from your agency usually supervise, consult with, or license a particular home each time?

☐ Yes ☐ No

5. About how often does an individual day care mother have some kind of contact with your agency?

____

6. What are the main methods of contact between your agency and the day care mothers? (estimate percentage)

_______ % Phone
_______ % Agency staff visits home
_______ % Day care mothers visit agency
_______ % Group meetings of day care mothers and agency staff
Total 100%

B. Records:

1. Indicate if any of the following records are kept by the individual day care mothers, by the agency, or both. No notation will signify that records are not kept on that topic. If the *agency* keeps records on a topic, give their specific location and the name of the person responsible for maintaining them.

	Kept by Day Care Mothers	Kept by Agency	Location of Records in Agency	Custodian
a) List of Supplies and Equipment				
b) Fee payment determinations				
c) Parent meetings				
d) Day care mother meetings				
e) Menus				
f) Accident or unusual incident reports				
g) Insurance policies				

2. On the following chart indicate if *your agency* maintains these records: (1) if the records are filed by individual or by topics; (2) the record's specific location; and (3) the custodian or person responsible for the record. Again, no notation will signify that the *agency* does not keep records on a topic. Location of individual records need be given only once.

	Filed by (use check)			
	Individual	Topic	Location of Records in Agency	Custodian
a). Child's Records **Name, address, phone, age, sex, date of enrollment**				
Ethnicity or race				
Family composition				
Family income				
Reason for child's attendance				
Hours of attendance				
Special problems needing accommodation (the need for special diet and medication, etc.)				
Emergency plan for child in case of illness				
General health and immunization records and documentation				

	Filed by (use check)			
	Individual	Topic	Location of Records in Agency	Custodian
Conferences with parent				
Staff conferences about individual children				
Findings of nutrition, medical screening				
Findings of dental screening				
Findings of hearing screening				
Findings of learning disability screening				
Results of any tests administered to child				
Referral and follow-up for social services for family				
Social service provided for family				
Referral and follow-up for medical care				
Referral and follow-up for dental care				
Referral and follow-up for hearing problems				
Referral and follow-up for learning problems				
Referral and follow-up for speech therapy or treatment				
Referral and follow-up for counseling or treatment				
b) **Day Care Mother Records**				
Name, address, phone, age, sex				
Educational background				
Ethnicity or race				
Job history or experience				
Current health records				
Date of employment				

	Filed by (use check)			
	Individual	Topic	Location of Records in Agency	Custodian
Salary and salary changes				
Working schedule				
Talents and interests potentially useful to day care homes or the agency				
Job evaluation				
Attendance at staff meetings				
Courses or training taken since employment				
Counseling on career development				
Reports of incidents pertaining to her				
c) Records on Volunteers or Assistants to Day Care Mothers				
Name, address, phone, age, sex				
Educational background				
Ethnicity or race				
Job history or experience				
Current health records				
Date of employment				
Salary and salary changes				
Working schedule				
Talents and interests potentially useful to day care homes or the agency				
Job evaluation				
Attendance at meetings				
Courses or training taken since employment				
Counseling in terms of career development				
Reports of incidents pertaining to her				

d) Day Care Homes Activities Record

(1) Is there a plan for activities for the children in each day care home based on current group projects and orientation?

☐ Yes ____
(Located)

☐ No

(2) Are summaries of the day's events kept for the individual day care homes?

☐ Yes ____
(Located)

☐ No

C. Guides

List the titles of any documents, guides, or pamphlets your agency has distributed in the last year to parents (P) or caretakers (C). (Indicate by P or C after the title):

____

____

____

____

____

____

____

____

____

____

D. Services

Describe what role, if any, your agency plays in each area of operation listed on the following pages. Do so by indicating whether:

(1) Your agency gives consultation and advice to the day care mothers so that they can perform the service more effectively; (2) your agency actually provides the service; or (3) your agency arranges for some outside source to provide the service. Where the third alternative is checked, please give the name of the provider, state if you know the specific procedures followed, and if you monitor them. You may check as many alternatives as are appropriate for each area. No notation will signify that your agency is not involved with that particular area of operation.

Area of Operation	Agency Consults or Advises	Agency Provides Service	Agency Arranges for Service (Name of Provider)
1. Purchasing techniques	☐	☐	☐ ____________________ Know specific procedures ☐ Yes ☐ No Monitor procedures ☐ Yes ☐ No
2. Nutrition	☐	☐	☐ ____________________ Know specific procedures ☐ Yes ☐ No Monitor procedures ☐ Yes ☐ No
3. Child placement		☐	☐ ____________________ Know specific procedures ☐ Yes ☐ No Monitor procedures ☐ Yes ☐ No
4. Activity planning	☐	☐	☐ ____________________ Know specific procedures ☐ Yes ☐ No Monitor procedures ☐ Yes ☐ No
5. Lending equipment and supplies		☐	☐ ____________________ Know specific procedures ☐ Yes ☐ No Monitor procedures ☐ Yes ☐ No
6. Psychological screening	☐	☐	☐ ____________________ Know specific procedures ☐ Yes ☐ No Monitor procedures ☐ Yes ☐ No
7. Psychological or counseling services	☐	☐	☐ ____________________ Know specific procedures ☐ Yes ☐ No Monitor procedures ☐ Yes ☐ No

Area of Operation	Agency Consults or Advises	Agency Provides Services	Agency Arranges for Service (Name of Provider)
8. Hearing screening	☐	☐	☐ ____________________ Know specific procedures ☐ Yes ☐ No Monitor procedures ☐ Yes ☐ No
9. Inoculation	☐	☐	☐ ____________________ Know specific procedures ☐ Yes ☐ No Monitor procedures ☐ Yes ☐ No
10. Health screening	☐	☐	☐ ____________________ Know specific procedures ☐ Yes ☐ No Monitor procedures ☐ Yes ☐ No
11. Emergency medical care	☐	☐	☐ ____________________ Know specific procedures ☐ Yes ☐ No Monitor procedures ☐ Yes ☐ No
12. Comprehensive medical care	☐	☐	☐ ____________________ Know specific procedures ☐ Yes ☐ No Monitor procedures ☐ Yes ☐ No
13. Locating donated goods	☐	☐	☐ ____________________ Know specific procedures ☐ Yes ☐ No Monitor procedures ☐ Yes ☐ No
14. Collecting client fees for day care service	☐	☐	☐ ____________________ Know specific procedures ☐ Yes ☐ No Monitor procedures ☐ Yes ☐ No

NOTE: If your agency provides a particular service in the areas of operation listed below, complete the special section referred to in parentheses after the boxes checked. The special sections are found at the end of this question.

Area of Operation	Agency Consults or Advises	Agency Provides Service	Agency Arranges for Service (Name of Provider)
15. Child recruitment	☐	☐ (Special Section I)	☐ ______________________ Know specific procedures ☐ Yes ☐ No Monitor procedures ☐ Yes ☐ No
16. Recruitment of day care mothers	☐	☐ (Special Section II)	☐ ______________________ Know specific procedures ☐ Yes ☐ No Monitor procedures ☐ Yes ☐ No
17. Recruitment of volunteers or assistants to day care mothers	☐	☐ (Special Section III)	☐ ______________________ Know specific procedures ☐ Yes ☐ No Monitor procedures ☐ Yes ☐ No
18. Training for day care mothers	☐	☐ (Special Section IV)	☐ ______________________ Know specific procedures ☐ Yes ☐ No Monitor procedures ☐ Yes ☐ No
19. Training for volunteers or assistants to day care mothers	☐	☐ (Special Section V)	☐ ______________________ Know specific procedures ☐ Yes ☐ No Monitor procedures ☐ Yes ☐ No
20. Caretaker evaluations	☐	☐ (Special Section VI)	☐ ______________________ Know specific procedures ☐ Yes ☐ No Monitor procedures ☐ Yes ☐ No

Area of Operation	Agency Consults or Advises	Agency Provides Service	Agency Arranges for Service (Name of Provider)
21. Licensing	☐	☐ (Special Section VII)	☐ ____________________ Know specific procedures ☐ Yes ☐ No Monitor procedures ☐ Yes ☐ No
22. Determining client fees for day care service	☐	☐ (Special Section VIII)	☐ ____________________ Know specific procedures ☐ Yes ☐ No Monitor procedures ☐ Yes ☐ No
23. Maintaining contact with parents	☐	☐ (Special Section IX)	☐ ____________________ Know specific procedures ☐ Yes ☐ No Monitor procedures ☐ Yes ☐ No

NOTE: If your agency does *not* provide any of the services in #15-23, STOP. You have completed the questionnaire.

If your agency *does* provide any of the services in #15-23 above, complete the special sections referred to in parentheses after the boxes you checked.

SPECIAL SECTION I
Child Recruitment

If you indicated in Section D that your agency provides this service, complete the following questions.

A. **Are your day care homes enrolled to an extent satisfactory for efficient use of staff and space?**

☐ Yes ☐ No

B. **If you have used (directly or indirectly) any of the child recruitment procedures listed below, specify for each procedure used:**

1. By circling the appropriate number, rank how much the procedure has been used, where 1 signifies most often used and 5 least often;
2. Whether the procedure has been effective; and
3. Whether this procedure is used only under special conditions where more clients are needed or when the opportunity to use it is readily available.

	Recruitment Procedure	By circling appropriate number, rank from 1 to 5 by amount used	Effective (Check if yes)	Used only for Special Conditions (Check if yes)
(a)	Encouraging referral by parents or day care mothers	1 2 3 4 5		
(b)	Registration with an agency which refers:			
	(Specify agency)	1 2 3 4 5		
	(Specify agency)	1 2 3 4 5		
	(Specify agency)	1 2 3 4 5		
(c)	Advertisement on local bulletin boards	1 2 3 4 5		
(d)	Neighborhood canvassing	1 2 3 4 5		
(e)	Flyers distributed in neighborhood	1 2 3 4 5		
(f)	Notice to local groups:			
	(1) School organizations	1 2 3 4 5		
	(2) Large local employers	1 2 3 4 5		
	(3) Civic groups (including welfare rights, women's groups)	1 2 3 4 5		
	(4) Church groups	1 2 3 4 5		
	(5) Welfare workers in the community	1 2 3 4 5		
(g)	Advertisement in local paper	1 2 3 4 5		
(h)	Advertisement in general circulation newspaper or professional journals	1 2 3 4 5		
(i)	Telephone book (yellow pages)	1 2 3 4 5		

C. **If you have problems in child recruitment, do they seem due to: (Check all statements that apply)**

- ☐ Recruitment efforts not vigorous enough
- ☐ Not enough applicants in general
- ☐ Too many children applying who need specialized care
- ☐ Fees seem too high to a large number of applicants
- ☐ Location of day care homes or local public transportation is inconvenient
- ☐ Hours of day care home operation are not convenient to many applicants
- ☐ Outdoor space and equipment seem inadequate to some parents
- ☐ Indoor space and equipment seem inadequate to some parents
- ☐ Other (specify) ____________________

____

D. **Person(s) primarily responsible for child recruitment and screening**

____________________ ____________________
(Name) (Title)

____________________ ____________________
(Name) (Title)

SPECIAL SECTION II
Recruitment of Day Care Mothers

If you indicated in Section D that your agency provides this service, complete the following questions.

A. **State the requirements for this position, including age, education, and other experience.**

____

____

____

____

B. **For each day care mother recruitment procedure that has ever been used (directly or indirectly) by your agency, specify below:**

1. By circling the appropriate number rank how much the procedure has been used, where 1 signifies most often used and 5 least often,
2. Whether the procedure has been effective, and,
3. Whether this procedure is used only under special conditions when more day care mothers are needed or when the opportunity to use it is readily available.

Recruitment Procedure	By circling appropriate number, rank from 1 to 5 by amount used	Effective (Check if yes)	Used only for Special Conditions (Check if yes)
(a) Encouraging referral by parents or day care mother	1 2 3 4 5	______	______
(b) Registration with an agency which refers:			
______ (Specify agency)	1 2 3 4 5	______	______
______ (Specify agency)	1 2 3 4 5	______	______

Recruitment Procedure	By circling appropriate number, rank from 1 to 5 by amount used	Effective (Check if yes)	Used only for Special Conditions (Check if yes)
_____ (Specify agency)	1 2 3 4 5		
(c) Advertisement on local bulletin boards	1 2 3 4 5		
(d) Neighborhood canvassing	1 2 3 4 5		
(e) Distribution of flyers in neighborhood	1 2 3 4 5		
(f) Notice to local groups:			
(1) School organizations	1 2 3 4 5		
(2) Large local employers	1 2 3 4 5		
(3) Civic groups (including welfare rights, women's groups)	1 2 3 4 5		
(4) Church groups	1 2 3 4 5		
(5) Welfare workers in the community	1 2 3 4 5		
(g) Advertisement in local paper	1 2 3 4 5		
(h) Advertisement in general circulation newspaper or professional journals	1 2 3 4 5		

C. **If your agency has problems in day care mother recruitment, do they seem due to: (Check all statements that apply)**

- ☐ Not enough applicants in general
- ☐ Not enough qualified applicants
- ☐ Low salaries
- ☐ Working hours
- ☐ Other (Specify) ____________________

D. **Person(s) primarily responsible for recruiting and screening day care mother applications**

(Name) (Title)

(Name) (Title)

SPECIAL SECTION III

Recruitment of Volunteers or Assistants to Day Care Mothers

If you indicated in Section D that your agency provides this service, complete the following questions.

A. Do you have enough volunteers or assistants for the day care mothers who need them?

☐ Yes ☐ No

B. Do the volunteers or assistants work (check all that apply):

☐ Regularly scheduled hours ☐ On emergency basis

C. Average number of hours worked by volunteers or assistants:

__________ hours per week

D. State the requirements for the position(s) including age, education, and other experience.

____

____

____

____

E. For each day care volunteer or assistant recruitment procedure that has ever been used (directly or indirectly) by your agency, specify below:

1. By circling the appropriate number, rank how much the procedure has been used, where 1 signifies most often used and 5 least often;
2. Whether the procedure has been effective; and,
3. Whether this procedure is used only under special conditions when more volunteers or assistants are needed or when the opportunity to use it is readily available.

	Recruitment Procedure	By circling appropriate number, rank from 1 to 5 by amount used	Effective (Check if yes)	Used only for Special Conditions (Check if yes)
(a)	Encouraging referral by parents or caretakers	1 2 3 4 5	______	______
(b)	Registration with an agency which refers:			
	________ (Specify agency)	1 2 3 4 5	______	______
	________ (Specify agency)	1 2 3 4 5	______	______
(c)	Advertisement on local bulletin boards	1 2 3 4 5	______	______
(d)	Neighborhood canvassing	1 2 3 4 5	______	______
(e)	Distribution of flyers in neighborhood	1 2 3 4 5	______	______

Recruitment Procedure	By circling appropriate number, rank from 1 to 5 by amount used	Effective (Check if yes)	Used only for Special Conditions (Check if yes)
(f) Notice to local groups:			
(1) School organizations	1 2 3 4 5		
(2) Large local employers	1 2 3 4 5		
(3) Civic groups (including welfare rights, women's groups)	1 2 3 4 5		
(4) Church groups	1 2 3 4 5		
(5) Welfare workers in the community	1 2 3 4 5		
(g) Advertisement in local paper	1 2 3 4 5		
(h) Advertisement in general circulation newspaper or professional journals	1 2 3 4 5		

G. If your agency has problems in recruiting day care volunteers or assistants, do they seem due to:
(Check all statements that apply)

☐ Not enough applicants in general
☐ Not enough qualified applicants
☐ Location of day care homes or inconvenience of public transportation
☐ Applicants often not able to give as much time as desirable or often cannot serve on a regular schedule
☐ Low salaries

H. Person(s) primarily responsible for recruiting and screening applications for volunteers or assistants:

(Name) (Title)

(Name) (Title)

SPECIAL SECTION IV
Training of Day Care Mothers

If you indicated in Section D that your agency provides this service, complete the following questions.

A. What types of training does your agency provide for day care mothers:

☐ Preservice

_______ Participation optional
_______ Participation required

☐ In-service (indicates periodic meetings of caretakers)

_______ Participation optional
_______ Participation required

B. Indicate the approximate dates of training sessions conducted by your agency in the last six months and the approximate number in attendance:

Preservice		In-Service	
Date	Number	Date	Number

C. Person(s) responsible for planning training sessions:

(Name) (Title)

(Name) (Title)

D. Are the following services provided for the participants who need them?

	Preservice		In-service	
	Yes	No	Yes	No
(a) Transportation	☐	☐	☐	☐
(b) Baby-sitting	☐	☐	☐	☐

E. Topics covered in the last six months (estimate percentage):

		Preservice Training	In-Service Training
(a)	Child development	________%	________%
(b)	Special event planning	________%	________%
(c)	Community resource usage	________%	________%
(d)	Family nutrition and health	________%	________%
(e)	Outside training opportunities	________%	________%
(f)	Individual problems in homes	________%	________%
(g)	Problems of parents	________%	________%
(h)	Career development	________%	________%
(i)	Program planning	________%	________%
(j)	Beneficial uses of equipment and supplies	________%	________%
(k)	Other (specify):		
	______________________________	________%	________%
	______________________________	________%	________%
	______________________________	________%	________%
	______________________________	________%	________%
		Total 100%	Total 100 %

1. Circle any of the above topics that were particularly well received.

F. Techniques used in the last six months to involve participants (estimage percentage):

		Preservice Training	In-Service Training
(a)	Participant presentations	________%	________%
(b)	Discussion group	________%	________%
(c)	Examination or recommended feedback	________%	________%
		Total 100%	Total 100%

1. Circle any of the above techniques that were particularly effective.

G. General presentation techniques used in last six months (estimate percentage):

		Preservice Training	In-Service Training
(a)	Films	________%	________%
(b)	Lectures	________%	________%
(c)	Printed materials	________%	________%
(d)	Role playing	________%	________%
(e)	Workshops and seminars	________%	________%
(f)	Forum or discussion meetings	________%	________%
		Total 100%	Total 100%

1. Circle any of the above techniques that were particularly effective.

SPECIAL SECTION V

Training of Volunteers or Assistants to Day Care Mothers

If you indicated in Section D that your agency provides this service, complete the following questions.

A. What types of training does your agency provide for volunteers or assistants to day care mothers:

☐ Preservice

_______ Participation optional

_______ Participation required

☐ In-service

_______ Participation optional

_______ Participation required

NOTE: If training sessions conducted for volunteers or assistants are the same as those conducted for day care mothers, *do not* complete the rest of this special section. Otherwise, complete the remaining questions.

B. Indicate the approximate dates of training sessions conducted by your agency in the last six months and the approximate number in attendance:

Preservice		In-Service	
Date	Number	Date	Number

C. Person(s) responsible for planning training sessions:

(Name) (Title)

(Name) (Title)

D. Are the following services provided for the participants who need them?

	Preservice		In-Service	
	Yes	No	Yes	No
(a) Transportation	☐	☐	☐	☐
(b) Baby-sitting	☐	☐	☐	☐

E. Topics covered in the last six months (estimate percentage):

		Preservice Training	In-Service Training
(a)	Child development	________%	________%
(b)	Special event planning	________%	________%
(c)	Community resource usage	________%	________%
(d)	Family nutrition and health	________%	________%
(e)	Outside training opportunities	________%	________%
(f)	Individual problems in homes	________%	________%
(g)	Problems of parents	________%	________%
(h)	Career development	________%	________%
(i)	Program planning	________%	________%
(j)	Beneficial uses of equipment and supplies	________%	________%
(k)	Other (specify):		
	______________________________	________%	________%
	______________________________	________%	________%
	______________________________	________%	________%
	______________________________	________%	________%
		Total 100%	Total 100 %

1. Circle any of the above topics that were particularly well received.

F. Techniques used in the last six months to involve participants (estimage percentage):

		Preservice Training	In-Service Training
(a)	Participant presentations	________%	________%
(b)	Discussion group	________%	________%
(c)	Examination or recommended feedback	________%	________%
		Total 100%	Total 100%

1. Circle any of the above techniques that were particularly effective.

G. General presentation techniques used in last six months (estimate percentage):

		Preservice Training	In-Service Training
(a)	Films	________%	________%
(b)	Lectures	________%	________%
(c)	Printed materials	________%	________%
(d)	Role playing	________%	________%
(e)	Workshops and seminars	________%	________%
(f)	Forum or discussion meetings	________%	________%
		Total 100%	Total 100%

1. Circle any of the above techniques that were particularly effective.

SPECIAL SECTION VI
Caretaker Evaluation

If you indicated in Section D that your agency provides this service, complete the following questions.

A. Indicate which types of caretaker evaluations are conducted by your agency; and their frequency. (NOTE: *Formal* means recorded in writing, and *informal* means without a record of the evaluation having taken place.)

☐ Formal evaluations of day care mothers

_______ Semiannually
_______ Annually
_______ Other (specify) ____________________

☐ Informal evaluations of day care mothers

_______ Semiannually
_______ Annually
_______ Other (specify) ____________________

☐ Formal evaluations of volunteers or assistants

_______ Semiannually
_______ Annually
_______ Other (specify) ____________________

☐ Informal evaluations of volunteers or assistants

_______ Semiannually
_______ Annually
_______ Other (specify) ____________________

B. Indicate which types of job evaluations cover the following topics (check all that apply):

	Day Care Mothers Formal Evaluation	Day Care Mothers Informal Evaluation	Volunteers or Assistants Formal Evaluation	Volunteers or Assistants Informal Evaluation
(a) Understanding of child development principles				
(b) Ability to perform duties of job				
(c) Personal qualities and attitude toward job				
(d) Ability to use resources creatively				
(e) Recommendations for improvement				
(f) Recommendations for new responsibilities to be assumed and those to be discontinued				

		Day Care Mothers Formal Evaluation	Day Care Mothers Informal Evaluation	Volunteers or Assistants Formal Evaluation	Volunteers or Assistants Informal Evaluation
(g)	Individual interests and talents that might apply to work in the day care home	____	____	____	____
(h)	Other (specify)				
	____	____	____	____	____
	____	____	____	____	____
	____	____	____	____	____
	____	____	____	____	____

C. **Does the formally evaluated individual sign the written evaluation to designate that he has examined it?**

Day care mothers ☐ Yes ☐ No
Assistants or volunteers ☐ Yes ☐ No

D. **Does the formally evaluated individual have an opportunity to answer a written evaluation in writing and have his answer filed along with the evaluation itself?**

Day care mothers ☐ Yes ☐ No
Assistants or volunteers ☐ Yes ☐ No

E. **Who is responsible for performing the evaluation**

(a) Of day care mothers ____________________

(b) Of assistants or volunteers ____________________

SPECIAL SECTION VII

Licensing

If you indicated in Section D that your agency provides this service, answer the following questions.

A. How often are the day care homes visited for purposes of license renewal (as opposed to supervision) by a representative of your agency?

B. Does the same person usually visit each home for licensing renewal each time?

☐ Yes ☐ No

SPECIAL SECTION VIII

Determining Client Fees for Day Care Services

If you indicated in Section D that your agency provides this service, answer the following questions.

A. Do you have a sliding scale for fee assessment?

☐ Yes ☐ No

B. If yes, is the balance of reduced fees subsidized by funds outside of fees paid to homes, or are they absorbed by payments of nonreduced fees.

☐ Reduced fees subsidized
☐ Absorbed by payments of nonreduced fees

C. If you have a sliding scale for fee assessment, describe it, giving examples including income levels and family size if such factors are pertinent to determination of fees for your homes:

SPECIAL SECTION IX
Maintaining Contact with Parents

If you indicated in Section D that your agency provides this service, answer the following questions.

A. **Are parent meetings held regularly?**

☐ Yes ☐ No

If no, skip to B

If yes:

1. List the approximate dates of meetings in the last six months and the approximate number in attendance at each meeting:

Date	Number

2. Are the following services provided for the parents who need them?

	Yes	No
Transportation	☐	☐
Baby-sitting	☐	☐

3. Person(s) responsible for planning meetings:

(Name) (Title)

(Name) (Title)

4. Topics covered in the last six months (estimate percentage):

(a)______% Child development
(b) % Agency policy regarding day care services
(c)______% Special event planning
(d)______% Consumerism
(e)______% Community resource usage
(f)______% Beneficial uses of equipment and supplies
(g)______% Problems of individual children in day care homes
(h)______% Problems of parents
(i)______% Family nutrition and health
(j)______% Other (specify) ______

Total 100%

Circle any of the above topics listed in 4 above that were particularly well received.

5. Techniques used in the last six months to involve participants (estimate percentage):

(a)______% Participant presentation

(b)______% Discussion group

(c)______% Examination or recommended feedback

Total 100%

Circle any of the techniques listed in 5 above that were particularly effective.

6. General presentation techniques used in the last six months (estimate percentage):

(a)______% Films

(b)______% Lectures

(c)______% Printed materials

(d)______% Role playing

(e)______% Workshops and seminars

(f)______% Forum or discussion meetings

Total 100%

Circle any of the techniques listed in 6 above that were particularly effective.

B. Specify other ways your agency maintains contacts with parents:

____

____

____

____

____

____

____

____

FORM 23—Staff Questionnaire

HOMES

Date ____________________ Name ______________________________

Interviewer ______________________________

1. Is your home supervised by (check one):

   ☐ State licensing officials
   ☐ Child care placement agency
   ☐ Workers from a day care system which also has day care, youth, or community services

2. How long have you been supervised by the present supervising agency?

   _______ Years _______ Months

3. Have you had the present (or just previous) supervisor or field worker long enough to feel you know him or her?

   ☐ Yes ☐ No

4. Have you been encouraged to contact this supervisor for advice or to report your impressions on any of the following:

	Yes	No
Any topic related to day care	☐	☐
Problems with children's behavior	☐	☐
Problems in running your home and caring for children	☐	☐
Physical health problems noticed in the children (such as dental problems, vision problems, speech defects)	☐	☐
Psychological problems or learning problems noticed in the children	☐	☐
Complaints or suggestions about any part of the day care service (such as your job responsibilities, your relationship with parents, or ways in which your supervisor can help you)	☐	☐

5. Do you know of any children (or their families) for whom your supervisor or his agency has helped to find services or treatment in any of the following areas?

	Yes	No
Physical health problems	☐	☐
Psychological or learning problems	☐	☐
Social services	☐	☐

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6. Have you been asked by your supervisor or his agency to participate in any of the following activities, and if so, have you participated?

	Participation Asked		Did Participate	
	Yes	No	Yes	No
Meetings with your supervisor about the children in your care	☐	☐	☐	☐
Training to be a day care mother	☐	☐	☐	☐

7. Have the following services been offered to you by your supervisor or his agency, and if so, have you made use of them?

	Offered		Used	
	Yes	No	Yes	No
Lending or providing play equipment	☐	☐	☐	☐
Someone to take over caring for the children in case of an emergency	☐	☐	☐	☐
Financial aid for providing day care (such as for food, napping equipment, or play equipment)	☐	☐	☐	☐
Advise, help, or pamphlets on planning nutritious meals	☐	☐	☐	☐

8. Has your supervisor made a written evaluation of your work?

☐ Yes ☐ No Don't know

9. Has your supervisor spoken to you about other job opportunities that might be available to you in the day care field, or about how you can qualify for these jobs?

☐ Yes ☐ No

FORM 24—Physical Situations to be Observed

HOMES

Home ______________________ Address ______________________

Observer ______________________ Date ______________________

DIRECTIONS: Ask the day care mother all questions marked with an asterisk. (*)

1. The usual climatic conditions in the region where home is located:

   ☐ Usually temperate, where many activities take place out-of-doors for most of the year

   ☐ Extreme changing seasons; with severe winters, where outdoor activities are quite limited for many months

2. The weather on the day of evaluation is such that (check one):

   ☐ It is conducive to children playing outdoors

   ☐ It is not conducive to outdoor play

*3. Do children play outdoors just about every day that the weather permits?

   ☐ Yes ☐ No

   If no, when do children play outdoors?

   ____

   ____

   ____

4. Is there gross motor activity equipment indoors in the home for the children's use? (for large-muscle activities such as climbing, swinging, running)

   ☐ Yes ☐ No

*5. Indicate the places where children play outdoors. Considering the total time spend outdoors in a week as 100 percent, estimate what percentage of outdoor play time is spent at each place. (Do not count supervised walks. If outdoor play time varies with the season, consider the season when children are outdoors most often.)

	Estimate percentage of outdoor play time used in a week
☐ Yard on home's grounds	________%
☐ Neighboring yard	________%
☐ Parking lot, driveway or sidewalk on home's grounds	________%
☐ Parking lot or driveway of nearby building	________%
☐ Unimproved empty lot	________%
☐ Public playlot or playground (one that has standard playground equipment versus empty lot)	________%
☐ Large open grassy area—large park or field	________%

DIRECTIONS: Unless you are selecting forms to complete for special purposes of your own, select the physical situations to be observed as follows:

These forms are to be completed at *all* homes:

______Form 25 – Use of Indoor Space

______Form 26 – Locale

______Form 11 – Indoor Equipment, Supplies, and Activities Check List

To be completed only if the weather on the day of evaluation is conducive to outdoor observation and the children play outdoors:

______Form 14 – Outdoor Equipment, Supplies, and Activities Check List

Place a check before all forms listed above that you will complete for this home.

FORM 25—Use of Indoor Space

HOMES

Home ______________________ Address ______________________

Observer ______________________ Date ______________________

A. Indoor Facilities

1. How many rooms are in the day care home? (Do not count bathrooms): ____________

   a) Are the day care children allowed to use all of the rooms? ☐ Yes ☐ No

   b) If no, how many rooms do they use? ____________

2. Composition of floors used by children:

	Good Condition	Bad Condition
Rough wood	____	____
Smooth wood	____	____
Tile	____	____
Linoleum	____	____
Concrete	____	____
Carpeting or large rugs	____	____

3. The decor of the rooms used by the day care children is (estimate percentage of rooms):

Bright, cheerful, attractive	______ %
Ordinary, not outstanding in any way	______ %
Dull and monotonous	______ %

4. Are visible electrical outlets either protected or used with locked plugs? (If furniture is blocking outlets, consider how easily it could be moved by the children. If you cannot find any outlets, assume they are protected.) Estimate percentage of outlets protected. ______ %

5. Kinds of built-in facilities in day care home (use one slash (/) if present, and an (X) if present but access is cut off from children):

   ______ Stairway

   ______ Elevator

   ______ Operating fireplaces

B. Optional Section

This section contains questions covered by Illinois state licensing procedures. It is optional and can be used in states where the licensing procedures do not consider these topics.

1. The rooms are ventilated by:

☐ Vents
☐ Windows
  Do they have screens: ☐ Yes ☐ No
  Do they have window guards: ☐ Yes ☐ No
☐ Built-in unit
☐ Air cooling system
☐ Window air conditioner
☐ Window fan
☐ Portable fan

2. The rooms are heated by:

☐ Radiators
  Are they covered ☐ Yes ☐ No
☐ Vents
☐ Space heaters
☐ Central heating system

3. The rooms tend to be:

☐ Hot and stuffy
☐ Drafty
☐ Temperate

4. The rooms' illumination is provided by (estimate percentage):

	Percent
Daylight	______%
Fluorescent	______%
Incandescent	______%

FORM 26—Locale

HOMES

Home ______________________ Addeess ______________________

Observer ______________________ Date ______________________

DIRECTIONS: This form should be completed as you approach the home.

1. Where is the home located:

   ☐ City ☐ Suburb ☐ Countryside

2. Composition of the population of the neighborhood (estimate percentage): Only an estimate is needed, more or less based on the people seen in the immediate neighborhood as the observer approaches the facility)

   ☐ White ________%
   ☐ Black ________%
   Other (specify)
   ☐ ________________ ________%
   ☐ ________________ ________%

3. In what kind of neighborhood is the day care home located?

   ☐ Residential, with predominantly single-family homes
   ☐ Residential, with predominantly apartment buildings
   ☐ Nonresidential, predominantly commercial or industrial
   ☐ Nonresidential, predominantly institutional buildings
   ☐ Rural

4. Public transportation (within two blocks of vehicle lines and major transfer points).

   ☐ Good ☐ Poor ☐ Moderate ☐ Nonexistent

5. Amount of traffic on streets bordering day care home:

   ☐ Major route ☐ Moderate, city flow ☐ Very little – side street

6. Day care home is in: (Check all that apply)

   ☐ Single-family house ☐ Apartment building
   ☐ New high rise ☐ Public housing facility

7. Is the neighborhood noise level quiet, with occasional car, children, and pet sounds?

	Yes	No
When observer is outdoors	☐	☐
When observer is indoors	☐	☐

8. Does the building in general (particularly the outside) impress you as being reasonably well maintained and attractive?

   ☐ Yes ☐ No

FORM 27—Observation of Routine Activities **HOMES**

Date ____________________

Home ____________________ Observer ____________________

Time observation: Commences ____________ Terminates ____________

Times observers were not with children ____________________

DIRECTIONS: Items with an asterisk (*) are to be completed by inquiry of the day care mother.

1. Arrival Activities

a) Approximate time span over which most full-time children are arriving (for example 7:30-8:45 A.M.)

____

*b) Inquire of the day care mother sometime during the day to complete the following:

Approximate number of children arriving:

With parent or adult relative	________
With older sibling or neighbor child	________
Other (specify)____________	________
____________	________

c) Estimate the percentage of children who are greeted by name (or with evidence of specific acquaintance) by the day care mother, a family member, or helper with whom they have direct contact on arrival: ____________%

d) Estimate the percentage of instances in which substantial information (as opposed to greetings) is exchanged between the day care mother, a family member, or helper and person accompanying child to the home: ____________%

2. How does the day care mother, family member, or helper handle it when a child does not want his parent, older sibling, neighbor, etc. to leave?

(1) By observation: ____________________

____

(2) Number of observations: ____________________

*(3) By day care mother inquiry: ____________________

____

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3. How does the day care mother, family member, or helper handle it when a parent, older sibling, neighbor, etc. seems reluctant to leave the child?

(1) By observation: ______________________________

____

(2) Number of observations: ______________________________

*(3) By day care mother inquiry: ______________________________

____

4. **Do the children go to the toilet** (check all that apply):

☐ By themselves at will
☐ With day care mother, family member, or helper at own request

a) If they go by themselves, do they first inform the day care mother, family member, or helper of their intent?

☐ Yes ☐ No ☐ Sometimes

(1) If yes or sometimes, how do they inform the day care mother, family member, or helper?

____

____

b) How are soiling and wetting accidents handled?

(1) By observation: ______________________________

____

(2) Number of observations: ______________________________

*(3) By day care mother inquiry: ______________________________

____

c) Does the day care mother, family member or helper inquire of particular children if they need to use the toilet from time to time?

☐ Yes ☐ No

(1) Number of observations: ______________________________

*(2) By day care mother inquiry: ______________________________

____

5. Food service

a) Where is the food served?

Breakfast: ______________________________

Lunch: ______________________________

Snacks: ______________________________

(Check if yes)

		Breakfast	Lunch	Snack
b)	Does the day care mother, family members, or helper eat with children?	☐	☐	☐
	Do they eat the same food as the children	☐	☐	☐
	Are they present in room but not eating?	☐	☐	☐
	Do they sit at table with children?	☐	☐	☐
c)	Do the food portions seem suitable for the age of the children?	☐	☐	☐
	Is food wasted or thrown away?	☐	☐	☐
	Is there enough for everyone?	☐	☐	☐
d)	Is the food served and arranged attractively?	☐	☐	☐
e)	Atmosphere at mealtimes and snacks			
	(1) Tense	☐	☐	☐
	(2) Children rushed, not enough time to eat	☐	☐	☐
	(3) Threats or punishment for children who do not eat	☐	☐	☐
	(4) Food (such as dessert) used as reward	☐	☐	☐
	(5) Pleasant, relaxed, enjoyable conversation among individual children and family members or helper	☐	☐	☐
	(6) Children encouraged, but not forced to eat new foods	☐	☐	☐
	(7) Are portions and seconds of everything offered (as opposed to children having to ask)	☐	☐	☐
	(8) Are family children apparently favored over day care children in the serving of food?			
	(a) Quality	☐	☐	☐
	(b) Quantity	☐	☐	☐
	(c) Encouragement to partake of food	☐	☐	☐

f) Is there evidence that mealtimes are used to relate information about nutrition?

☐ Yes ☐ No

g) Are mealtimes used as a learning experience about other cultures or related to anything the children might have done in the day care home, at their own home, or on field trips?

☐ Yes ☐ No

h) Do all children in the group have to eat at a specified time?

Breakfast	Lunch	Snack
☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No

i) Are children allowed to eat whenever they want?

Breakfast	Lunch	Snack
☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No

j) Do they wash hands before touching food?

Breakfast	Lunch	Snack
☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No

Do day care mother, family members, and helper? ☐ Yes ☐ No

k) How are eating problems handled?

(1) By observation:

______ Ignored

______ Scolded

______ Encouraged

______ Other (write in comments) ____

____

*(2) By day care mother inquiry:

______ Ignored

______ Scolded

______ Encouraged

______ Other (write in comments) ____

____

l) Is food ever withheld until preferred food is consumed (e.g. dessert *after* meat)?

(1) By observation: ____

(2) Number of observations: ____

*(3) By day care mother inquiry: ____

m) Is food ever withheld for punishment or to induce other behavior (e.g., no food if they refuse to wash hands)?

(1) By observation: ____

(2) Number of observations: ____

*(3) By day care mother inquiry: ____

n) Describe the specific food served:

Breakfast: ____

____

Lunch: ____

____

Snack: ____

____

o) Do children help in meal or snack preparation and clean up? (check if yes)

______ Cleaning vegetables

______ Assisting in tasks such as mixing, beating, spreading

______ Counting napkins

______ Cleaning up

______ Other (specify) ____

____

p) Do children brush their teeth at the day care home?

☐ Yes ☐ No

6. Nap Time

a) Do all children lie down? ☐ Yes ☐ No

b) How are children handled who can't or won't fall asleep?

(1) By observation: ______________________________

____

____

(2) Number of observations: ______________________________

*(3) By day care mother inquiry: ______________________________

____

____

c) How long is nap time? ______________________________

d) Do napping arrangements appear comfortable? Describe type of cot, permanence of its location, nap time sounds, and lighting.

____

____

____

____

7. Illness

*(a) Are children who appear to be ill allowed to stay in the day care home during the day?

☐ Yes ☐ No ☐ Not observed

*(b) If yes, where do they stay?

____

*(c) Does the day care mother attempt to contact parents or anyone else regarding the illness?

☐ Yes ☐ No

*d) If a child says he doesn't feel well, what does the day care mother, family member, or helper do?

____

____

____

8. **Departure activities**

a) Approximate time span over which most full-time children are departing:

____

*(b) Inquire of the day care mother sometime during the day to complete the following:

Approximate number of children departing:

With parent or adult relative __________

With older sibling or neighbor child __________

Other (specify)____________________ __________

____________________ __________

c) Estimate the percentage of children who are bade farewell by name (or with evidence of personal acquaintance) by the day care mother, family member, or helper:____________%

d) Estimate the percentage of instances in which substantial information (versus goodbyes) is exchanged between the day care mother, family member, or helper and person accompanying child from the home: ____________%